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THE

EDUCATIONAL RECORD

OF THE

PROVINCE OF QUEBEC.

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THE MEDIUM THROUGH WHICH THE PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION COMMUNICATES ITS PROCEED-  
INGS AND OFFICIAL ANNOUNCEMENTS.

VOL XVIII.

JANUARY TO DECEMBER,

1898.

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No. 1.

JANUARY, 1898.

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**Articles : Original and Selected.**

**THE TEACHING OF NUMBER AS RATIO.\***

DR. EMERSON E. WHITE, COLUMBUS, O.

The desire to be hospitable to all new theories and methods doubtless accounts for the silence of educators respecting the recent departure in teaching number as ratio. It is possible that the idea of ratio has not hitherto received sufficient attention in arithmetical instruction, and so long as experiments are made to ascertain what is possible and feasible in this direction, no one wishes to call the new theory in question. But the assertion that all instruction in arithmetic is erroneous that is not based fundamentally on ratio, justifies an earnest inquiry as to the correctness of the ratio theory.

It may be true that every abstract number *may be considered* a ratio, but this is not the idea of number first possessed by children or by the race; nor is it the sense in which the term number is generally employed in mathematics. Permit me to call attention to a few facts.

1. The idea of number that is first in the mind of a child, as well as in the mind of the race, answers the question, *How many?* The first idea of number in the mind is *a collection of ones*. The idea of ratio is much later in its appearance. The child perceives that it has one mouth and

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\* From *The Intelligence*, Chicago.

two eyes, one nose and two ears, one head and two arms, two legs, etc., long before it has a glimmer of the idea of ratio, much less that the ratio of two equal quantities is *one*. There is nothing in the number records or present experience of the race which shows that its first number ideas are ratios. It may be confidently asserted that every person who reads these lines had not only an idea of number but of many special numbers before he had one idea of quotient or ratio. These facts show that a number is not necessarily a ratio. The conception of a number as a ratio includes the idea of number and the idea of ratio.

2. The number ideas which first arise in the mind are occasioned by the phenomena of nature, or, if preferred, by environment and subjective experience. Nature occasions ideas of number by presenting to the mind one and more than one (many) objects or experiences. The mind discriminates between one and more than one, and the idea of number arises. The moment the mind perceives the number distinction between one object and two objects, it has the idea of number. This does not involve the idea of ratio. The number of objects in a group or events in succession is gained by *numbering the group or succession*. The mother knows she has five children and the boy perceives that the cherry cluster has six cherries in it, that the bird's nest has four eggs in it, etc. Nature presents to the mind groups of objects *to be numbered*, and thus teaches number, and the number thus learned is *a collection of ones*, not a ratio. I have a suspicion that nature is a much wiser teacher of primary ideas than dabblers in philosophy.

3. The number one cannot have its *genesis* in the mind as the ratio of *two* equal quantities, for this involves the absurdity that the idea of "two" is in the mind *before* the idea of one. How can the mind compare *two* quantities before it perceives that *one quantity and one quantity are two quantities, i. e., that two is one and one*—a collection of ones. Nor is the difficulty obviated by leaving out the idea of "two," and simply comparing equal concrete magnitudes. In the absence of the idea of number the *ratio* between the equal magnitudes is not conceivable, for the idea of ratio involves number representatives. In the absence of number they are simply known as *equal*, and three quantities may be equal as well as two. A philosopher may see or think he sees that the ratio between the two eyes in his



head or the two ears on his head is the number one ; but ordinary infants do not have the shadow of such an idea ; and yet the four-year old infant knows he has two eyes and two ears as certainly as the philosopher.

4. The theory that every number is a ratio excludes all *concrete numbers*. Every ratio is a quotient and every quotient is abstract, and hence every ratio is necessarily an *abstract* number. Take, for example, the concrete number 5 inches. It is clear that 5 inches is not a ratio, nor is the "5" in the expression "5 inches" a ratio. It is true that 5 times 1 inch = 5 inches, and that the "5" in the *first* member of the equation (5 times 1 inch) may be considered a ratio ; but the first member of the equation *expresses a process*, and the second member (5 inches) is the *resulting number*, and this is not a ratio, but a collection of *concrete units*. No theory of number that excludes concrete numbers can be a true working theory for primary instruction in arithmetic. Concrete numbers have a large place in the child's experience, and they should have the first and the chief place in number instruction. It may be added that a concrete unit is not necessarily an object that can be seen or touched, or even imaged. It may be a period of time, the duration of silence, a power of the mind, an idea or thought, a feeling or a wish. Nor do all concrete numbers have a unit that is definite in consciousness. The unit is often as vague and indefinite as the number which it measures.

The above facts clearly show, as it seems to me, that the theory that all numbers are necessarily ratios is philosophically erroneous. If this conclusion be true, it follows that the basing of primary instruction in numbers on this theory is *an error in pedagogy*. The child's ideas of number do not involve the idea of ratio, and nothing can be gained by forcing the idea of ratio into early number processes. Further, since the ideas of numbers as collections of ones are acquired before the idea of product, and the idea of product before the idea of quotient ; it seems to follow as a sound pedagogical principle that factor and ratio ideas and processes should be taught *after* the child has clear ideas of primary numbers and some skill in numbering objects, if not in combining and separating numbers. This early instruction in number should not deal too exclusively



with objects that can be seen and handled. It is easy to make number lessons too sensuous, as well as too abstract.

But I shall not here attempt to pass judgment on what is called the ratio method of teaching number. In actual practice a method is often much better than the theory which it is supposed to embody. Beautiful lessons in form and measurement can be given to young children, but in such lessons, when not made artificial, number is incidental. The measurements of lines, surfaces and solids, and the relations thus disclosed, belong primarily to geometry—the science of *space* relations, and may be made an important element in form training. Arithmetic deals primarily with *time* relations, and it would seem to be an error to make space relations the chief source of the child's ideas of number.

Permit me to add, with no special reference to the "ratio" method, that the early forcing of abstract relations and logical processes upon young children has been *a wide and serious error in primary instruction*, especially in arithmetic. In the past forty years, I have seen a half score of new methods of teaching number to young children, each attended with exhibitions of wonderful attainments. Forty years ago mental analysis was the hobby, and even primary classes were put through persistent drills in analytical reasoning. The marvelous feats in such reasoning by young pupils occasioned a genuine pedagogical sensation! An excellent training for pupils twelve to fourteen years of age was forced upon children as early as eight years of age. What was the result? Over thirty years ago one of the very ablest mathematicians in the United States, Dr. Thomas Hill, then President of Harvard College, (*Ohio Educational Monthly*, pp. 5-10, 168-173, Vol. II.) with unusual facilities for ascertaining the facts, published the opinion that this early training in analytical reasoning had not only been fruitless but "an injury to pupils." Pupils who were marvels in mental arithmetic at nine years of age became indifferent, if not dull, at fourteen. Teachers in grammar grades were surprised at the weakness of pupils in written arithmetic who had been prodigies in mental arithmetic in primary grades.

The Grube method, though not so great a pedagogical sinner, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithme-

tical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest the result is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no records at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades, an over-development of the mental powers, especially of the thought powers, including the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary training, but what he *ought* to do—*i. e.* what is best for him to do at this stage of school progress.

The position has never, to my knowledge, been questioned that the pupils in our schools pass through as they go up in the grades, *three quite distinct psychic phases*—a primary phase, an intermediate phase, and a scientific phase. A clear recognition of these phases, with their characteristic activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he can not only understand but appreciate the highest literature!

For one, I am very thankful that I was not forced, when an infant, over these elaborate "development" courses: that when a child I was permitted "to think as a child," and was not forced to think as a philosopher.

A few months since, I witnessed some number exercises in first and second grades in a western city. The drill in the second grade (early in the grade) was called a "percentage exercise," though there was not a trace of a percentage process in it, the only hint in this direction being the word "per cent" at the beginning of each exercise and repeated at the close. The pupils recited from a written chart with



remarkable facility and enthusiasm, and yet I left the room feeling sorry for the little ones, and with an earnest wish deep in my heart that every child could reach eight years of age ignorant and innocent of the word *per-cent* and its cabalistic sign (%).

Were I to be responsible for a child's arithmetical attainments at fourteen, I should insist that his training in number the first three years of school be made as natural and simple as possible, and kept largely free from attempted insights into abstract relations and premature efforts at analytical and logical reasoning, and I should strongly hope that he might be permitted to reach the third school year unhampered by such logical terminology as "because," "whence," "hence," and "therefore." If my pupil, at the close of the third school year, could add, subtract, multiply and divide simple numbers (expressed say by one to five figures) *with facility and accuracy*, I would confidently guarantee his future progress and attainments in arithmetic. Were I to be personally his teacher in grammar grades, I should be delighted to find a few processes, principles, and applications out of which the juice had not been sucked in the lower grades.

### Editorial Notes and Comments.

AS the EDUCATIONAL RECORD, with this number, enters upon its eighteenth year coincidently with the commencement of the year of our Lord, 1898, we take the opportunity of extending the accustomed greetings to all our friends. We hope that our readers may one and all have a prosperous New Year and that the RECORD may be able to contribute in some small measure to whatever success they may have in the performance of the every day duties of the school-room. However irksome these duties may at times be or seem to be, conscientious endeavour *must* bring its reward and produce its inevitable effects,—happiness, content and success for both teacher and pupil. Although it is true, as we hinted again last month, that our readers do not take the interest in *their* magazine—for the RECORD is theirs if it be anybody's—that proprietors are supposed to take in their belongings, yet we continue hoping for better things in this respect. And even though the good time we hope for, when every teacher will be ready and



willing to help his fellow-teachers by hints, suggestions or words of encouragement, be a long time in coming, we trust they will accept the RECORD's heartiest wishes for a happy New Year. The words of the *School Journal* seem to express so well what our wish for our readers is, that we reproduce them with the proper apology. "May 1898 bring much happiness to our readers, and not to them alone, but to the entire band of men and women who are again engaged in the noble work of teaching. May the teacher find his work more appreciated and better understood by the parents and the children. May he too better understand himself and be abler to produce larger and finer results. May the vast number who are labouring under perplexities and discouragements, receiving but a small part of the remuneration they deserve, emerge from them and have a juster pecuniary reward."

—WE give on another page of this number the text of an excellent paper on the teaching of arithmetic by Dr. White, of Columbus. This paper has created some discussion in the educational circles of the United States, and is worthy of the attention of all wide-awake teachers. One and all will be benefited by a careful examination of the theories Dr. White sets out.

—AT the jubilee celebration of the Toronto Normal School held recently, Dr. J. H. Sangster addressed one of the meetings. He took as his subject, "Where do we stand educationally as compared with fifty years ago?" Among other things Dr. Sangster said: "Fifty years ago the youth of our fair province were not overburdened with educational privileges. Robust or muscular pedagogy was then much in vogue, and children at school were accustomed to take their daily canings almost as much a matter of course, and as regularly as they took their daily meals. In western Toronto there still linger awful legends of a public school teacher of that period who was much in the habit of employing his wooden arm, both as a switch for the unruly, and as a pedagogic persuader, wherewith to hammer the three R's into unreceptive pupils—preferably addressing his striking appeals to the head, as being the shortest cut to the intelligence. And the legends in question, no doubt somewhat exaggerated, relate to breezes that occasionally arose when the iron hook at the end of the artificial limb, by misadventure, knocked

out a few teeth or broke a nose, or put out an eye. In rural sections things were quite as bad. The teachers were almost universally incompetent. The schools were generally mere log shanties, and without appurtenances of any kind; destitute even of furniture, save that of the rudest and most primitive description, while the whole text-book outfit of an entire school would not unfrequently consist of a few Testaments, an arithmetic, and a spelling book. If a school had a special claim to literary excellence, a chance copy of Fox's Book of Martyrs, or of *The Spectator*, or of Baldwin's Pantheon, might be found in use in the highest reading class, the single book passing in succession to each reader, and the long words being skipped as equally unpronounceable by teacher and taught."

—THE *Montreal Witness* has not exactly a true conception of the function of the school. Commenting on an event which recently occurred in one of the United States schools it said not long ago: "At Syracuse, N. Y., the police have arrested five boys, all under sixteen, and all of respectable families, accused of a number of petty burglaries. It seems that the further aspiration of these lads was to go West and become train robbers. No doubt they had all received a good literary education, probably in the public schools. Instances of juvenile crime multiply in the United States, and if we are comparatively free from them here, we are not by any means free from juvenile faults which betray a want of moral discipline in the schools. It is a serious drawback from the advantages of our system of public education that it weakens the sense of responsibility in parents and leads to a neglect of home training, without which character cannot well be formed. A school teacher has enough to do in imparting literary instruction to his class, without undertaking to form the characters of individual pupils."

It is not sound doctrine that the child should receive his ethical training only in the home; neither is it true, on the other hand, that his character should be entirely formed by the school; but the two, school and home, should work together to produce a gentleman or gentlewoman, in the best sense of the terms, from the raw material furnished in every developing child. Rather than say, "A school teacher has enough to do in imparting literary instruction to his class, without undertaking to form the characters of indivi-



dual pupils ;” we would endorse the sentiments of an exchange when it says, “ That Thomas Arnold insisted that ‘ above all the teacher should be a gentleman ’ is connected with his name by even casual readers. Why was this ? A youth sent out into the world with a small equipment of knowledge, but well equipped as to manners is quite likely to succeed. This fact is so well settled that we need not stop to discuss it. But here are other facts. He is now able to consort with people who rank above him in riches and position, and this we know is of immense importance. Again, he is so pained by the company of those of bad manners that he keeps out of it. A teacher who does not enable his pupils to possess good manners is neglecting the second of the great things to be done ; good thoughts ; good manners.”

—THESE two answers given by the editor of the *Institut* to queries put by correspondents of that journal, speak for themselves and need no explanation. To one correspondent the answer is, “ You have a small salary for a normal graduate, and it is your duty to get better pay. No matter that the people are poor, and need a good teacher, and can pay but little. You have evidently contributed pretty liberally ; now let some one else assist at this place, and you go elsewhere. Call on some teachers’ agency, and be located elsewhere ; it will not be difficult to obtain twice your present salary, if you equal the average that are graduated from your Alma Mater.” To the other, the editor says, “ You will undoubtedly be in much perplexity as to what is the best thing to do where adverse criticism is made, and when it seems to be directed by malevolence. As a rule, you should seem unruffled, and you should try to be so really. Criticism is often made to make us wince ; if we don’t, it is often given up. But try to judge yourself most critically, and live so that those who hear unkind remarks will feel they are untrue.” There is a moral in that first answer that should be impressed on the teacher’s mind. “ *It is your duty to get better pay.* ”

—THE Education Bill which was introduced by the Government during the present session passed the Legislative Assembly but was defeated by the Council on a party vote. Some two years ago the two Committees of the Council of Public Instruction undertook a revision of the school law with the object of removing several inconsistencies that

had crept in during various amendments thereto, and with the intention of improving the law in various other respects. The result of their work was taken by the Government as a basis for a new act. The principal modification made by the Government in the scheme prepared by the committees provided for the substitution of a minister of the crown for a superintendent or chief of the Education Department. The opposition to the bill was made chiefly on this point and on others connected with it. As the RECORD is a non-political journal it expresses no opinion upon the merits of this question, which may now be considered a party one, but it may be permitted to express a regret that many important and useful amendments that commended themselves to every one should, from the very nature of things, have shared the fate of the parts that caused opposition. For instance, it was expected that great good would have come from the clause which empowered school boards to amalgamate weak schools and provide for the conveyance of the remote pupils at the general expense. In many of the New England states, notably in Massachusetts, this plan has passed through the experimental stage and has shown that it conduces to efficiency and economy. We know of many districts in this province where the attendance is so small that it would be far cheaper to close the school and transport the ten or twelve pupils to and from a neighbouring school twice a day.

—THE Superintendent's Annual Report gives some interesting statistics. There were 6,588 lay teachers and professors teaching in the province last year. The Protestants numbered 1,397, 138 male and 1259 female; 55 of the former taught in elementary schools and 83 in model schools and academies; 12 were without diplomas. Of the women, 1,038 taught in elementary schools and 221 in model schools and academies; 61 had no diplomas. Had we special diplomas for the special teachers of music, drawing, drill, manual training, cookery, etc., most of whom are now classed as teachers without diplomas, we should reduce very considerably the number without legal qualification. The holders of normal school diplomas were 406. As to salaries we find that male teachers with diplomas in elementary schools had an average of \$515, and female teachers \$184. In model schools and academies these averages for male and female teachers rise to \$729, and \$300, respectively.



### Current Events.

THE *Canada Educational Monthly*, published at Toronto, says in its last issue :—"What with the assimilation of the matriculation examination, which is now one and the same for all colleges affiliated with McGill University, and the regulations of the Protestant Committee of the Council of Public Instruction, the union colleges of the Province of Quebec are likely to become extinct. The first to give way to the pressure is Stanstead College, and it is more than likely that St. Francis College will not be able to come up to the standard next year. The only institution of the kind left then will be Morrin College, and though the numbers attending the latter institution fall somewhat short of the requirements, this year, a generous consideration of its affairs may lead to its continuance."

—AN exchange says that in some parts of the United States, so general and profitable has become the use of pictures in class-rooms in teaching history, geography and other studies, that a library system of distributing lantern slides has been devised. There are few schools unequipped with either a stereopticon or a heliostat, and illustrated lessons are given frequently by means of these. Boxes containing about fifty views each, illustrating lands and their customs, and events of moment, are placed in the superintendent's library, and treated as are books. They are taken out and returned by principals under the same rules that govern the distribution of books.

—THE third annual meeting of the National Kindergarten Union, an association which was organized in 1892, and the first convention of which was held in New York in 1896, will be held in the Philadelphia Normal School on the 18th and 19th of February next. It is expected that between two hundred and three hundred kindergarten teachers will attend, and judging by the preliminary programme which has been prepared, the various sessions should be helpful and interesting.

—UNDER the educational system by which the schools of Greater New York are to be managed, each school board will divide its borough into inspectors' districts. These inspectors visit and inspect "at least once in every quarter all the schools in the district, in respect to punctual and regular attendance of the pupils and teachers, the number



and fidelity of the teachers, the studies, progress, order, and discipline of the pupils ; the cleanliness, safety, warming, ventilation and comfort of school premises ; and whether or not the provisions of the school laws in respect to the teaching of sectarian doctrines or the use of sectarian books have been violated." Every board of inspectors must report quarterly to its school board. The law provides for the dismissal of teachers and school officers in the following way : " Inspectors, members of the board of education and members of school boards may be removed by the mayor on proof of official misconduct, or negligence, or for physical or mental inability ; but before removal the accused must receive due and timely notice in writing of the charges against him and a copy thereof, and shall be entitled to a hearing before the mayor and to the assistance of counsel. In case of removal of teachers much less leniency is allowed by the charter. In such cases no provision is made for giving the accused teacher a copy of the charges against him, or for allowing him a hearing or the assistance of counsel before the school board that tries and determines his case."

—ACCORDING to the *School Journal*, the state of Kentucky is deserving of praise for the manner in which it supports education. This state is extremely liberal toward her schools. For many years more than one-half of all money collected for state purposes went into the state school fund. The fund is apportioned to the different school districts according to the census returns of pupils. The amount apportioned to each district this year is about \$2.20 for each child of school age. In addition each district may have a local tax. Most districts, however, are supported entirely from the state funds.

—THAT prejudices are hard to eradicate from the human mind is evidenced by the following item of news which comes to us from Long Island, U. S. A. Not long ago the fifteen year old daughter of the pastor of one of the African churches entered the school for coloured children. She is a very bright pupil, and she passed through all the grades of the school. When she had finished, her father asked that she be admitted to the white school, on the ground that she had equal rights with the white children to an education. The board of education did not see the way clear to admit the girl to the school for white pupils, as the district had decided by a vote of 95 to 5 to maintain the

separate school. They arranged with the teacher to pay her an extra amount to remain after the closing hour each afternoon and teach the higher studies. The father did not favour this plan, and he has declined to send his child. He says that unless the board provides a place for his daughter in the white school he will refer the case to the State Superintendent of Public Instruction.

—OUGHT a school-mistress to go to her school on a bicycle? This is the question the Paris Municipal Council has had to decide, and its decision is in the negative. The London *Daily News* writes: "It appears that a young teacher in one of the Parisian day schools has for some time past been the subject of a good deal of discussion on this account, and she was forbidden by the educational authorities to use her bicycle in business. It seems that it was not so much the bicycle that was judged to be in fault as the rational costume which she wears, in common with all other lady cyclists in the French capital. The educational authorities, while not denying that the young lady could do as she liked on Sundays or whenever she was off duty, held that it was unbecoming to appear in puffy breeches and zouave jacket in the school-room. The edict was confirmed on the recommendation of M. Bedorez, the council simply passing to what is called the order of the day."—*School Journal*.

## **Practical Hints and Examination Papers.**

### **"PUT YOURSELF IN HIS PLACE."**

BY THE AUTHOR OF PRESTON PAPERS.

It will help you if you sometimes put yourself in the place, mentally, of the children whom you control; and it will also help them, as this process will keep you from using the harsh weapons of anger or the keen blades of ridicule and sarcasm. Yes, I know just how hard it is to retain that sweet serenity for which you justly aim to be distinguished; but look below the surface of surrounding circumstances and see if you do not find something to place the offender in a different light. Look beyond the present and do as you will wish, twenty years from now, that you had done when the opportunity presented itself. Look at the child's heredity, his environment, his tendencies, and



temptations, and consider what you would have done under the same circumstances. True, you are older now; you have more "resistance" than you had at his age; but even now how is it? "Let him that is guiltless cast the first stone."

So many of the misdemeanours at school arise from mere thoughtlessness, so small a proportion are wilful or malicious in their origin, that the very best government consists in presenting an ideal character for the child to pattern from; not the "goody-goody," which only nauseates, but that which is "patient in tribulation," kindly even in punishment, tender and merciful, although absolutely just.

No, that does not mean to leave error uncorrected nor wrong unrebuked; but it calls attention to the manner and means used to reach just that end; and I believe that the highest altitude in government is reached when the child has been lifted from the low plane of right doing, which is based upon a desire to please somebody or a wish to be awarded a certain per cent in reports or examinations, to the higher one of "right for right's sake"; and this comes as much from the training received at school as from the home culture, if not more.

No, ethical culture *does* rest with you, equally with the parents, more than with the minister, and you may not dodge the responsibility, even if you seek to, or are forgetful of your obligations in this direction. I do not mean that you should "point a moral" with every tale you tell, nor preach a sermon on every possible occasion, nor attempt a lecture at every provocation; for this is *not* ethical teaching nor moral training, but is repulsive to every fine feeling of sensitive child nature, hardening to coarser ones. "How, then?" Your very patience, your courtesy, justice, sympathy, honesty, accuracy, reverence, promptness — *all* have the silent influence which is mightier, stronger, more enduring in effect than tons of preachment. "Put yourself in his place" and read his history for at least three generations back; know just what are the influences actively at work upon his life, in school and out, and use these side lights as aids in your government. Teach self-control, self-government, self-sacrifice. Be just what you would have your school, as nearly as you can, always remembering—

"They build too low who build beneath the stars."

—*The New Education.*

—THE HABIT OF OBEDIENCE. —According to the *Canadian Teacher*, “The habit of obedience is one of the fruits of right teaching. No child is fitted to become a citizen unless he has learned to obey. The child’s individual good, as well as the good of the school, depends upon his learning this lesson. But obedience implies more than simple compliance. The doing because we are afraid not to do, does not involve the training of which willing obedience is the fruit. The public spirit which enables all to work in harmony, confidence in the teacher’s judgment, respect for lawful authority, manly self-control and self-respect, are elements of true obedience.

“‘I have my children where they are afraid of me,’ remarked a teacher (?) What a pity! They would be more obedient if they were in sympathy with their teacher—yielding cheerful obedience to directions acknowledged to be for the good of the whole—and trusting where they could not ‘reason why.’ Discipline is not repression—it is development. A boy, by repression and isolation, may grow up innocent, but he can never grow up morally strong. A sentiment should be created within the school that will produce self-government. This can be obtained only by appealing to the higher moral character of the boy, arousing his personal pride, and creating within him such a love of truth, and such a devotion to the right that the act of self-government will naturally follow.

“Boys and girls cannot be made better by law. ‘Thou shalt’ and ‘Thou shalt not,’ never made either children or men better; on the other hand, it has made multitudes of them worse. Then, what will make children better? The exercise of uplifting influences. These alone are the powers that draw upward. Blind force never creates character; spiritual force does. The soul must be inspired by contact with soul. The trouble with the rod is that there is no soul force in it. Punishment may be the means of arresting the attention and putting the subject of its application in the way of receiving spiritual force, but as a means, of itself, it is bad, and bad continually. So is authority; it is bad, pure and simple. The teacher who writes down and posts up rules, the *musts* and *must nots*, fails of doing much, if any, good, because he relies upon abstract force of a brutal kind. The child is a reasonable being to some extent, but he is far more a sympathetic



being. He is drawn up or down along the line of his activities. His nature rebels against blank and bold authority, but he is wonderfully drawn towards those things that touch his activities. What these are have often been pointed out in these pages; and they will be enumerated again, but it is enough to say here that unless the authority of a teacher rests upon a better foundation than brute force, or the rules and regulations of the province, city, or county, he will do his pupils little good, although his order be the best in the province, and his ability to make his pupils 'learn' equal to the old whippers of the Middle Ages."

—A PROBLEM.—One of our exchanges states the following practical problem, and offers as a prize to those pupils fortunate enough to solve it, to *publish their names* in its columns. The problem is this: A certain recipe for johnnycake requires the following ingredients:  $1\frac{1}{2}$  cups sour milk, 1 teaspoonful soda,  $\frac{1}{2}$  cup sugar, 1 tablespoonful each of butter and lard,  $1\frac{1}{2}$  cups wheat flour, 2 cups corn meal. This will make enough cake for 6 persons for one meal. If we wish to make enough for 10 persons, what quantities of the ingredients must be taken?

—THE WRONG OF CALLING NAMES.—The following incident from school life is thus recounted by a writer in the *Teachers' Institute*: Two boys were reported as fighting in the school yard; it was before school. The teacher went out and brought both in and asked them to take their seats; he privately found out the cause to be that one had called the other hard names. He did not allude to the matter in school, but when recess time came called both to his desk and asked, "Can you go out and not quarrel?" Having answered readily in the affirmative, they went out. In the afternoon he took a little time for a discussion. I will ask you a question. Is your good name valuable to us, for instance, to me? (Yes, sir.) Mention some one to whom it would make no difference. (No answers.) Now I will ask you another question. Should we attack one's good name: for instance, should some one go round and say I was dishonest? Or the Rev. ———? Or Dr. ———? (All dissented.) Does not a young person have a good name that may be injured? Now, it seems that one of our number gave bad names to another, and this one showed his displeasure by attacking the other. I will ask you first, should

one pupil call another in depreciatory terms in earnest? (No, sir.) What rule is there against this? (The Golden Rule.) What did this lead to here? (Quarreling.) Now for another question. Should A, when called bad names, fight about it? (Some think negatively and some affirmatively.) Some think he should, I see. There are countries where they settle these things by fighting; those are only partly civilized, however; how does this community settle disagreements? (By courts.) Will you agree that fighting is not the way to rectify a wrong of this kind? (Yes, sir.) I will appoint a committee of three to report on this matter to-morrow. The committee reported that A ought to apologize; that B should accept it and express regret that he was so hasty and excited. This was not insisted on; the committee, however, induced the two boys to send up written notes which were read by the teacher.

—NOT AGAINST THE TEACHER.—It is absurd to treat the minor offences of school life as crimes. I have actually known a teacher who would reprimand a pupil for some offence against school law, and meeting this same pupil on the street would cut him dead. She took his offence as personally directed against herself, and had not the decency to treat this in a professional way. Now, it ought to be possible for a teacher to correct a pupil at 12 o'clock, and do it firmly and decidedly, and play tennis at 2 o'clock with the same pupil. There is no inconsistency here. It is simply the natural thing to do.

I believe very few pupils are actuated by any worse motives for misconduct than mischief, the natural attendant of good health and animal spirits, yet I know many teachers make a personal matter of all violations of their orders. The pupil should see that you are his friend, and that you enforce your orders because they are reasonable, and because the good order of the school demands it. Children are not altogether stupid in these matters. Let the teacher show that he rules in his professional character, and he will make his labours easier and will secure better discipline. To get angry over every petty breach of order is to put a strain on the nerves, which is as foolish as it is unnecessary. I believe in making the number of prohibited offenses as small as possible. We should allow our pupils all the freedom that is consistent with school order, and should do it gladly and cheerfully. But when a



thoughtless youngster oversteps the line and transgresses a vital regulation, something should be said or done at once to quicken his memory and to assist him in mending his ways.—*Journal of Education*.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Atlantic Monthly* for January contains the first instalment of Gilbert Parker's new serial, "The Battle of the Strong," which promises to be a very powerful story. Another feature of the issue is "The Political Inauguration of Greater New York," by Edward M. Shepard. In "The Present Scope of Government," Professor Wambaugh shows that the two great objects of law are to guard individual liberty and to secure the public welfare. The rest of the number is fully up to the *Atlantic's* high standard. (Published monthly by Messrs. Houghton, Mifflin & Co., Boston, Mass.)

The January *Canadian* contains no less than six complete well told short stories, besides the usual wealth of interesting and instructive matter. As intimated last month, the *Canadian Magazine* begins the new year with bright prospects, and the initial number shows many evidences of the tangible form its bright prospects are likely to assume. Dr. Bourinot's series of articles on "The Makers of the Dominion of Canada," is a valuable contribution to the history of our land. (Published by the Ontario Publishing Company, Toronto, Canada.)

The *Hesperian* for January-March is as good as the best number of that excellent little periodical. The pen of the editor is as caustic and withal as discriminating as ever. No one able to judge seems to have anything but good to say of the *Hesperian*, which is edited and published by A. N. De Menil, at St. Louis, Mo., U. S. A.

In its January number the *Ladies' Home Journal* begins what promises to be its most progressive year. The publishers already promise many good things to their readers, and as an earnest of their good faith, have filled the January number with matter of the greatest interest to all in the



home. The outside cover consists of a portrait of Mrs. McKinley in the White House conservatory. The *Journal* is published by the Curtis Publishing Company, 421-427, Arch Street, Philadelphia, U. S. A.

Every article in the *Monist* for January is a valuable discussion on some scientific or philosophical subject. In "The Aryans and the Ancient Italians," Professor Sergi gives us a page of primitive history. Among the other articles in the number are, "Love as a Factor in Evolution," by Dr. Woods Hutchinson; "Causation, Physical and Metaphysical," by Professor C. Lloyd Morgan; and one on the "Philosophy of Laughter," by the editor, Dr. Paul Carus.

The publishers of the *Teachers' Institute* have published another edition of their chart illustrating the human skeleton, and have issued it with the January number.

The Wood-Allen Publishing Company, Ann Arbor, Michigan, are the publishers of a booklet showing the evil effects of cigarette-smoking. The price of the pamphlet is five cents.

The *International Reports of Schools for the Deaf*, published by the Volta Bureau, Washington, U. S. A., give much valuable information regarding schools for the deaf in all parts of the world and the means of instruction employed therein.

THE CANADIAN ALMANAC, 1898, published by the Copp, Clark Company, Toronto, Ontario, is a most complete compendium of information of all kinds relating to Canada. It is a work which very few will not have occasion to consult, and there are very many who cannot do without it; it is, in fact, an indispensable adjunct of the well equipped office. To show the scope of this work it may be mentioned that it contains a short History of Canada, Tariff of Customs, Post Office Gazetteer, Societies and their officers for the current year; while some new features are added for 1898, including the "British Army and the British Navy," and articles on the British Government and Extradition and Pardons. A map of North America, printed in five colours, is also given with the Almanac, the price of which is twenty-five cents.

**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, November 26th, 1897.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend Principal Shaw, LL.D., D.D. ; Professor A.W. Kneeland, M.A., B.C.L. ; the Reverend A. T. Love, B.A. ; Samuel Finley, Esq. ; Herbert B. Ames, Esq., B.A. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; S. P. Robins, Esq., LL.D. ; John Whyte, Esq. ; Inspector J. McGregor.

Letters of excuse for absence were submitted from the Lord Bishop of Quebec, the Venerable Archdeacon Lindsay, Principal Peterson and the Hon. Justice Lynch.

The official notice of the appointment of Inspector James McGregor as teachers' representative for the current year was read, and Inspector McGregor was welcomed to the Committee by the Chairman.

The minutes of the last regular meeting were read and confirmed, as were the minutes of the special meeting held on the 18th and 19th of October last.

A draft of amendments to the regulations, made necessary by the decision of the Committee to require at least four months' training in McGill Normal School of all candidates for teachers' diplomas, was presented by Dr. Robins. After discussion it was moved by Reverend Dr. Shaw, seconded by the Very Reverend Dean Norman, and resolved, " That the report as amended of the sub-committee on needful amendments to the regulations concerning the granting of diplomas be adopted, and that the sub-committee be continued with power to make such further verbal changes as may be found necessary in preparing the regulations for submission to the Lieutenant-Governor in Council, and that amendments to the act concerning Central Boards needed to give effect to the said regulations be urged respectfully upon the Government to secure, in case of approval, their enactment if possible during the present



session of the Legislature. In case the desired legislation be not obtained during the present session, the said subcommittee shall be empowered to proceed in harmony with existing legislation, to give effect to the amended regulations as far as it is practicable to do so."

The resignation of the members of the Central Board of Examiners having been submitted, it was moved by the Reverend Mr. Love, seconded by Mr. S. Finley, and resolved, "That the following names be submitted to the Lieutenant-Governor in Council for appointment as members of the Central Board of Examiners vice the late members resigned:—Principal W. Peterson, LL.D.; the Reverend Principal T. Adams, D.C.L.; Principal S. P. Robins, LL.D.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend Principal Shaw, D.D., LL.D.; T. A. Young, Esq., M.A.; the Reverend E. I. Rexford, B.A.; Professor A. W. Kneeland, M.A., B.C.L.; J. M. Harper, Esq., Ph. D.; G. W. Parmelee, Esq., B.A."

It was decided that the school inspectors be instructed to continue their visits this year as usual, but that in doing so they see what arrangements they can make to replace their first visit next year by conferences with teachers.

Moved by Professor Kneeland, seconded by Mr. Whyte, and resolved, "That inasmuch as attendance at the Normal School has now become compulsory, be it resolved that the Protestant share of any moneys taken from the \$50,000 permanent grant for primary education and devoted by order in council to professional training (*conférences pédagogiques*), be used to assist by monthly bursaries the teachers in attendance at McGill Normal School from the rural districts."

The application from the school board of Ormstown to have their model school raised to academy rank was granted, and a similar application from Buckingham was held over for a special report from the Inspector of Superior Schools.

An application from the commissioners of Westmount for a more detailed examination of their academy and for a report thereon from the Inspector of Superior Schools was read.

It was moved by Mr. John Whyte, seconded by Mr. S. Finley, and resolved, "That the request of the Westmount school commissioners be complied with, and that the Inspector of Superior Schools be instructed by the secretary to



give the required examination of this academy and report to the commissioners."

A petition from Mr. John A. Sangster in appeal against the decision of the Central Board of Examiners to withhold an academy diploma from him upon the results of his recent examination was considered, when it was moved by Inspector McGregor, and seconded by Mr. John Whyte, "That after considering the appeal of John A. Sangster the action of the sub-committee of the Central Board of Examiners and of the Central Board itself in refusing an academy diploma to the said John A. Sangster, and in granting diplomas either according to regulations 35 or 36 to successful candidates who had written at the examination for teachers' diplomas in the month of June last, be now sustained by the Protestant Committee of the Council of Public Instruction."—Carried.

An account for 250 copies of 'Scientific Agriculture' at sixty cents net was submitted for approval.

It was resolved on motion of Mr. H. B. Ames, seconded by Mr. Whyte, "That the account of W. Drysdale & Co. for 250 copies of 'Scientific Principles of Agriculture' be paid at the same rate as is given to the book trade of the province."

A letter from Mr. E. W. Arthy, concerning amendments to the pension act, was read.

Moved by Mr. S. Finley, seconded by the Very Reverend Dean of Quebec, and resolved, "That the representations made by the committee of the Teachers' Association, as submitted by communication from Mr. Arthy, be and hereby are endorsed by the Protestant Committee of the Council of Public Instruction, and instructions are hereby given that these representations so endorsed be submitted to the Government of the Province with the request that no such injustice as the proposed legislation contemplates be enacted."

The application of Mrs. J. L. Campbell for a diploma upon extra-provincial certificates was granted, and the Central Board was authorized to issue a second class elementary diploma upon the usual conditions.

It was moved by Mr. John Whyte, seconded by Inspector McGregor, and resolved, "That the Principal of the McGill Normal School be and hereby is authorized to receive into the Normal School at the close of the ensuing Christmas

vacations, for the four months' training, such persons as have passed the second grade academy examinations and submit the necessary certificates of age and moral character."

A letter from Mr. Ernest Smith, applying for re-examination for an academy diploma, was read. As it appeared that his case could be met by the proposed regulations regarding the Central Board no action was taken.

It was agreed that in event of the proposed regulations being duly approved by the Lieutenant-Governor in Council, the Central Board should provide for the re-examination at convenient centres of those who now hold third class elementary diplomas with the right of re-examination in one or two subjects only.

The Very Reverend Dean Norman submitted the report of the sub-committee charged with the investigation asked for by the Cowansville commissioners.

Moved by Mr. Ames, seconded by the Reverend Dr. Shaw, and resolved, "That while this Committee is pleased to learn that in the matter of the Cowansville examination no error of serious character is chargeable to the superior school examiners, this committee feels that clerical errors of sufficient importance were made in their report to justify the claim for an investigation; and further, having examined the reports of the several academies, we find that the errors referred to make no difference in the grant to which Cowansville academy is entitled."

Moved by Mr. Rexford, seconded by Mr. Ames, and resolved, "That the Inspector of Superior Schools be requested to submit for the information of the Committee the method of marking pupils' answers hitherto followed in the examination of superior schools."

The sub-committee on legislation reported progress, and was continued.

Moved by Mr. Masten, seconded by Mr. Whyte, "That the committees on equipment and general grants be amalgamated to facilitate the work, and that Mr. Ames be the convener of the joint committees, to report at the next meeting."—Carried.

The interim report of the Inspector of Superior Schools was read, and his recommendation that the prizes for well kept school grounds be awarded this year to the following schools, was approved:—(1) Sherbrooke Academy, (2) Compton Ladies' College, (3) Bury Model School.



# FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1897.	<i>Receipts.</i>	
Sept. 24—	Balance on hand.....	\$2,832 06
Oct. 14—	H. W. Blaylock, fee for diploma .....	3 00
		<hr/>
		\$2,835 06
		<hr/>

1897.	<i>Expenditure.</i>	
Sept, 29—	W. G. L. Paxman, extra work on school law .....	\$ 100 00
	Dr. J. M. Harper, salary to January 1st, 1898.....	300 00
	G. W. Parmelee, salary to December 1st, 1897.....	62 50
		<hr/>
		\$ 462 50
	Balance on hand as per bank book .....	2,372 56
		<hr/>
		\$2,835 06
		<hr/>

1897.	<i>Special Account.</i>	
Sept. 29—	From City Treasurer of Montreal.....	\$1,000 00

	<i>Contra.</i>	
Sept. 29—	To Dr. S. P. Robins for McGill Normal School ..	\$1,000 00
		<hr/>

R. W. H.

Moved by Mr. S. Finley, seconded by the Reverend Dr. Shaw, and resolved, "That whereas there are seven hundred dollars now held by the Committee subject to the order of the Honorable the Provincial Secretary, we are of opinion that this amount should be applied towards the cost of translating and publishing in English the recent revision of the school code and the clerical work connected with the English translation."

After reading of the rough minutes the meeting adjourned, to meet on the last Friday in February, or earlier on the call of the Chairman.

True copy,

G. W. PARMELEE,  
Secretary.



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**Articles : Original and Selected.**

**SAUVEUR METHODS IN LANGUAGE TEACHING**

BY MISS LILLIAN B. ROBINS, B.A.

The home of Dr. Sauveur's Summer School of Languages is among the hills of southern Massachusetts, in the little village town of Amherst. Those who have been in Switzerland tell us that the scenery of Amherst is very suggestive of that lovely country. The one thing lacking is water. It is stated that the Connecticut River may be seen from the hill on which the college grounds are situated, but I was never able to discover the right point for observation. Perhaps it is visible from the top of the tower of the main building of the college—the highest point in and around Amherst for some distance. The college buildings are numerous, some of them being of fine architectural design. The one where most of the classes of the Summer School were held resembled somewhat the old Panet Street School—not quite so dingy however. Others are as fine as some of the buildings on our own college grounds. Looking from the top of the hill where the college buildings cluster around a very fine campus, we see down into a somewhat narrow valley encircling the hill, while in the distance beyond you note the mountains of Massachusetts, rising higher and higher as they recede. It is a beautiful spot. Fine trees growing in groups or in avenues afford delightful shade. In early morning or in the evening it is like a little paradise. The

air is odorous with the perfume of the sweet cedar hedges, which are the boundary lines for the well-kept lawns in and around the town. The birds flood the air with their song. The squirrels play around your feet as you sit on the college steps. Everything in and around Amherst is well-kept. There are very few children to be seen, owing probably to the fact that the three objects of interest are the Amherst College and the Massachusetts State Agricultural College in winter and the School of Languages in summer. Here is one home and, some would claim, the birth-place, in America, of the Natural Method in language teaching.

Many men have laid claim to the distinction of introducing the Natural Method of teaching languages, others have had the credit ascribed to them without seeking it. Omitting the first class, which is too numerous to mention, let us look for a moment at the second. Three centuries ago Montaigne's father, a man of considerable originality, as originality was then and is now-a-days, was desirous of trying an educational experiment upon his son. He had the, as yet, toddling baby taught Latin as his native tongue. A German, a Latin scholar, but no Frenchman, was engaged, who spoke to the infant only in the language of Terence and Platus (I trust that he omitted the slang.) The father forbade a word to be spoken to him in any other tongue. Mother, brothers, servants and villagers must either speak Latin, make signs, or be silent in his presence. About this time many other voices were crying out against the unnatural methods by which language was being taught. The suggestions as to how a reform was to come about was made by the methods of Socrates and Plato (of whom Emerson said, "He recognized more genially, one would say, than any since, the *hope of education*") in the teaching of their pupils. It was to be by question and answer between pupil and teacher, leading the pupil from the known to the unknown, from that which is simple to that which is complex. It was to be by carefully graded questions, in the language to be learned, on the part of the teacher. These models of conversation furnished by Socrates and Plato have been an inspiration to teachers and students up to the present time, and will lose their power only when we cease to require to learn something new.

The battle between the natural and the unnatural has



been fierce at times, desultory at times, and unsatisfactory always, for three centuries in most civilized countries. Within our own times Dr. John Stuart Blackie has fought a winning battle for the introduction of Greek as a living tongue. I have been told that a modern Greek has been installed as professor of Greek in one of the Scottish universities. Dr. Blackie says, "Modern Greek is not a patois, a mongrel, a hybrid or degraded dialect in any legitimate sense of the word; it is the same language in which St. Paul delivered his discourse to the Athenians from Mars Hill in the first century, with only such slight variations as the course of time naturally brings with it in the case of all spoken languages which have enjoyed an unbroken continuity of cultivated usage." Greek has enjoyed this for three thousand years. "Possibly I may yet see the time when not only young men in the public service of the country, frequenting various parts of the Mediterranean, will, as a matter of course, speak Greek as readily as French, but even the professional inculcators of scholastic Greek in our great schools and universities will release somewhat of the rigidity of their method and institute practical exercises in colloquial Greek as a most beneficial adjunct to the severity of their strictly philological drill."

It does not matter, however; when we begin this subject of the natural method, we get back to a woman at last. Was it not by the natural method that Mother Eve taught little Cain and Abel those primitive sounds with which she had been intuitively endowed and by means of which she communicated with Adam? Are not the mothers of every land on earth teaching their offspring in just this natural way. Some of the so-called natural methods in vogue are parodies on nature. What mother teaches her native tongue to her child with grammar in one hand and dictionary in the other? Every mother knows that the child must first have the sentences, first be able to speak, and then having the natural expression of thought, it will come to appreciate the grammar—"the artificial arrangement of generalizations with respect to language."

But time passes and we want to have a look at Dr. Sauveur, the mainspring of the machinery of the Summer School. Dr. Sauveur's success as a teacher of languages—and this has been remarkable—is due largely to his own personality. His wonderful versatility, his brightness, his



enthusiasm, his optimism, his genial kindly manner breathe through everything that he does. He lives with the great and the good of all ages. He knows their thoughts and has come to think with them. I have seen his method in the hands of a man who did not have for his native, mental air the same bright, crisp, sunny, frosty, living atmosphere. He did not bring the same personality into his work, and though he used the same text-books, the result was utter failure. In Dr. Sauveur's hands his method is an inspiration in language teaching. On the other hand many men and women, not following closely the method used by Dr. Sauveur, have, with a like enthusiasm, been wonderfully successful in teaching language. It is not the method (though that must be at least rational) that is of supreme importance: it is the intelligence and soul that put the method in operation. I was struck with the enthusiasm of all the teachers of the school, with perhaps one or two exceptions. Whence comes this great enthusiasm? It is not the sort of fruit that is produced from a dry, hard-baked, poverty-stricken soil. A teacher cannot be filled with enthusiasm for her work when she has to spend so much of her time in the petty economies of life—in turning her dresses, in patching her clothes, mending old gloves beyond what is mete, and in pinching and scraping generally. It is a wretchedly poor economy that underpays teachers, so that they have no money to buy the books that open the doors of the noblest minds of all time, and no time to study the books they may have in their possession. The teacher who knows nothing of her subject beyond the text book she uses has surely a mind ill-furnished for her work. What enthusiasm can there be in the minds ground down by constant want? It is a stupid economy that pays a teacher so little that she has not the wherewithal to prosecute her work further, to enlarge her mind by travel, by reading, by attending courses of lectures, by joining conferences of teachers who are doing the same work as she is doing, by keeping herself in touch with all modern as well as ancient thought on her work, and above all and far beyond all, that gives a teacher such hard work and little remuneration, that she has not the leisure nor elasticity of mind that will enable her to sit down and think, think, think, plan, plan, plan, for her work. But you say this has nothing to do with the matter. Oh yes, it has everything to do with it. The teachers at Amherst were well paid.

Now let us see Dr. Sauveur's methods in operation. A bountiful repast is here served of English by Dr. Rolfe, French by Dr. Sauveur and others, Greek by Dr. Leotsakos, Latin, German, Italian and Spanish by numerous instructors. You may talk French at breakfast, attend a succession of classes in French from eight o'clock in the morning until one in the afternoon, hearing nothing but French. You may then go home and talk French at dinner, afterwards join a class for conversation in French in the afternoon, and if you are a favoured one may be asked to join Dr. Sauveur's own conversation circle from four to five, then have French at tea. In the evening there is frequently a popular lecture in French or some other language. Then you are free to go home and have French nightmare for as long as you like—and longer. Part of this programme was in operation when the thermometer registered 96° in the shade. What a grand, what a noble thing is enthusiasm! A similar programme accompanies the other languages, though there is a little more French than anything else.

But come now into Dr. Sauveur's class-room. He is conducting a lesson in French on the words *fou*, fool, and *feu*, fire. The lesson is one found in Dr. Sauveur's book "*Causeries avec mes Elèves*." By adroit questioning, in French of course, he draws from the class the story of the young Harvard graduate, who undertook, armed with a French grammar and "*L'Histoire de la Civilisation en Europe*," to conduct a merchant from Boston to Europe. The graduate and the merchant arrive safely at Paris, and the young student, leaving his companion to rest in bed after the fatigue of the voyage, goes out to see Paris and air his French. As it is New Year's time and quite cold, the merchant asks him as he is preparing to depart to tell the master of the hotel not to let his fire go out. Unfortunately, though the young man's grammar gives the word *feu* and its meaning, it does not give the pronunciation. In passing out he says to the servant in the hall, "*Vous ne devez pas laisser sortir le fou de la chambre vingt-quatre*." The servant replies, "*Sayez tranquille, je suis vieux soldat, et le fou me passera sur le corps avant de sortir*." And our graduate of the university proceeds on his way "to present his French to the Parisians." After a few hours the merchant rises and proceeds to leave his room; but, just as he opens the door, he encounters the hotel servant, who refuses to



allow him to pass out. They proceed to high words each in his own language ; from words they go to blows, and the *vieux soldat* gets the best of it, while the merchant retires to nurse his sore head and sorer feelings. After some time his friend the student returns and explanations are in order, when it comes out that *fou* is fool, and *feu*, fire. This story is drawn from a class of beginners in French, some of whom, at least to my knowledge, knew no French four weeks before. The questioning all in French is a marvel of ingenuity. Gesture supplies any missing links in the minds of the students. The doctor's motto seems to be never to lose sight of a word that is introduced to the students. Follow it up. Bring it again and again into the conversation, passing from words that are known to new words. No slipshod pronunciation is allowed. Slowly at first and gradually faster and faster it proceeds until the sound is as that of a Frenchman. Then again the lesson is a unit—not a lot of detached sentences, meaning nothing in relation to one another. What interest is there for any one in the followingsentences : My aunt is poor. Your grand-mother's brother is dead. The table has four legs. Eat your soup with a spoon. All the *life* is taken out of a language by combining such sentences as these. No word is written on the black-board and no book is opened until the time has come to prepare the advance lesson. While the class is in progress, a guileless youth enters the class-room, who is there for the first time. Dr. Sauveur seizes upon him as an objective point for a question he has had in pickle for some time. He speaks to him, “ *Monsieur, avez-vous un fou dans votre maison ?* ” The young man replies, “ *Oui, monsieur, nous avons un fou dans notre maison.* ” Then the doctor soliloquizes, “ *Oh oui, les Américains ont toujours un fou dans leur chambre. C'est bien curieux.* ” Another little joke is to ask a member of the class, when the lesson on animals is under discussion, “ *Quel est le plus intelligent des animaux ?* ” The answers given are, the horse, the dog, man. But none of these are satisfactory. At last Dr. Sauveur himself answers, “ *C'est la femme, n'est-ce pas ? Oh oui, c'est la femme Française.* ”

The points in language teaching emphasized by Dr. Sauveur are these, “ No word of English ; passing from the known to the unknown in one unbroken chain, discussing incessantly with the class, questioning, questioning, ques-



tioning, which implies answering." If we want to learn the art of questioning well let us study Plato and Socrates. Grammars come after some knowledge at least of a language, as generalization comes after the facts observed, though the pupils are instinctively learning grammar from the first sentence they hear. A French grammar written in English is a most detrimental book for teachers and pupils. Our language conversations should be of the highest tone, be worthy of ourselves, should have *esprit*, talent and good sense.

There are three classes of languages, the languages that all acknowledge to be living, as French, German, etc., the languages that all acknowledge to be dead, as Latin, and the languages that some people think are dead and that are living, for example the Greek. The first class of languages has been discussed. The second class, represented by the Latin, will require but few words. The main difference between the teaching of a modern language and Latin lies in this. There are many modern thoughts that the Romans did not have. Times and thought have changed. The Latin language died and was petrified at a certain stage of growth and did not form new words to meet the growth of thought. It would be useless then to speak in Latin of those things which employ the minds of men in their everyday life. But to be able to appreciate the Roman writers we must come to understand their language. We must speak in Latin of those things which interested Cæsar, Virgil, Tacitus, Horace, Livy, Juvenal, Cicero and Ovid. Introduce the child at once to Cæsar instead of to uninteresting words and detached sentences. Cæsar has been kind enough to make the first chapter of his commentaries of such a character as to readily admit of this—not that he at all intended to do so. You may ask hundreds of questions in Latin on that first chapter and not have exhausted either the chapter or yourself. Dr. Sauveur's motto in teaching Latin is, "Speak Latin, but only the Latin which occupied the noble minds of antiquity." Outside of this the methods are the same as for modern languages. Let no teacher of Latin be without Dr. Sauveur's excellent book, "*Colloquia Cæsariana de Bello Gallico*." Translations should be rendered with no shadow of a shade of difference in meaning from the original.

I think that McGill University, in bringing out last

winter the Latin play the "*Rudens Plauti*," indicated the standard at which we as teachers should aim. The pronunciation used was the Roman. If our pupils do not understand, without translating, sentences of ever increasing difficulty, how can they hope in course of time to appreciate the *Rudens Plauti*, an ode of Horace, or the work of any Latin author. We must be right at the start, and then we may hope to be right at the finish.

Let us now turn to the Greek. Think you that the Greeks believe that they speak a language different from that of their forefathers? Think you that they will admit that they are a mongrel race of no nationality? We are just now inclined to despise the Greek because of his action in the late war with Turkey, but let us ask ourselves what better we would have done with a race on our frontier capable neither of receiving good nor giving good, a race that had been there for over four hundred years (since 1453, the fall of Constantinople) and pressing ever closer and closer around our boundary lines. The Greeks were paralyzed by the overwhelming numbers of the Turks. They wanted to be brave like their ancestors, but the odds were too great. How Byron loved Greece! He said of her :

" 'T is Greece, but living Greece no more !  
 So coldly sweet, so deadly fair,  
 We start, for soul is wanting there.  
 Hers is the loveliness in death,  
 That parts not quite with parting breath ;  
 But beauty with that fearful bloom,  
 That hue which haunts it to the tomb,  
 Expression's last receding ray,  
 A gilded halo hovering round decay,  
 The farewell beam of Feeling passed away !  
 Speak of that flame, perchance of heavenly birth,  
 Which gleams, but warms no more its cherish'd earth !"

But this is not what modern Greeks say if one may judge from a single example. Dr. Leotsakos says, She is not dead, she is but sleeping,—resting after the long mental toil which produced such a galaxy of geniuses as Homer, Herodotus, Thucydides, Xenophon, Æschylus, Plato, Aristotle, Plutarch, Sophocles, Euripides, Aristophanes, Demosthenes, Pericles, Phidias, Polycleetus, Myron, and so forth. She will rise again when she recovers from her old time labours and will live to show the world "that there are things in heaven and earth not dreamed of in our philosophy." It is a good thing to have a noble ideal !



Let us, however, come into Dr. Leotsakos' class, the modern Greek, first. As you enter the door these words fall upon your ear, "*Kallèn heméran Déspoinis,—ti kámnete* ; Judging from the upward inflection of the voice you conclude that a question has been asked in the second sentence. Rummaging through your lumber of dead learning you remember that Æschylus in his *Prometheus Vinctus*, or another of the poets, used *màlista gé* for yes. So, as yes is more frequently asked for than no, you volunteer the answer, *màlista gé* (an answer not at all to the point, as the Greek has merely said, "Good morning, how are you?") It is now the Greek's turn to be astonished, and he finally asks you to kindly spell it, which you do. Ah! he says, *mista ye*, *mista* only. You are surprised to find, when the first difficulties of the new pronunciation are over, that modern Greek is very much like ancient Greek, and you wish that you had been taught a little more than translation, grammar and philological disquisitions, when in school and college. You find that you have not at your command the forms of sentences necessary for asking even simple questions in Greek. You wish that you had been taught, at the very least, to learn passages of Greek by heart. What an interesting class this modern Greek is! You learn many a lesson from it. You see the breaking down of the old synthetic, character of Greek and the coming in of the analytic, and many other lessons too numerous to mention. All is Greek here, no English, or practically none.

Greek, as a disciplinary study and because of the world of original genius into which it ushers us, is second to no language that is or has been spoken. Emerson says of Plato alone, "neither Saxon nor Roman have availed to add any idea to his categories." Greek is so far in advance of the other languages in these respects that it leaves them behind, almost out of sight; and yet because of its difficult characters and want, so many think, of practical utility it is placed second to Latin, far behind French, and about on a par with German. Of course we are all prepared to admit that in this country French is an absolute necessity.

Let us look in now at the class reading Homer, and it is literally *reading* Homer, not picking out a second rate translation. The passage, we will suppose, is in the eleventh book of the *Odyssey*, "The Descent into Hades." The

Greek reads it first with life, spirit and appreciation, sometimes metrically, sometimes accentually, for the Greeks do accent their words according to the written accents, Anticleia, mother of Odysseus (the visitor to Hades) is telling her son how by love for him she pined away after his departure from home, and thus he encounters her in Hades. "So too I died. But the keen-eyed Artemis within the palace slew me not with his mild shafts, nor did some wasting sickness take my life, but strong desire and yearning love for thee stole my fond life away."

You volunteer the remark that you do not think the death of Anticleia was very noble, that she died from selfish motives—her desire to see her son,—that the Bible teaches us sacrifice of self, that we are to live for others' good, not to die to serve our own ends. But the Greek differs from you and tells you that Anticleia represents one of the noblest types of womanhood. You can now easily understand the statement made by the Greek himself, that in some parts of Greece, especially in the mountains, Homer is even yet the Bible of the people or of equal authority with the Bible. Another exercise in Homer is the rendering of Homeric Greek into the Attic. At another hour the class is discussing the fine periods of Thucydides in the "Funeral Oration of Pericles." One hour a day is devoted to translating into Greek, English sentences based on Xenophon's *Cyropædia*. There are three or four hours of instruction in Greek each day. Besides this you may take your meals at a table presided over by Dr. Leotsakos, if you care to run the risk of Greek nightmare.

Fellow-teachers, I saw several things in Amherst that we might adopt with advantage to our work, many things as well done as the work in our own city and some things that were inferior to those to which we are accustomed.

### **Editorial Notes and Comments.**

UNDER the heading, "A Queen of Hearts," a writer in one of our exchanges says: "The winsome lady who holds court in her modest school-room, her courtiers seldom forgetting that they are little ladies and gentlemen, does this only because she has their hearts; and their hearts she can have only as she can control their thoughts; and their



thoughts she controls only through her own fine personality, and by constantly putting into their receptive minds suggestions pleasing and wholesome. She lives out her own beautiful and earnest life with them. By quiet example, by personal appeal, by song and story she reaches them. She knows the best in literature and in life, and she gives them of her best, and they go out from her with a wealth of treasure in heart and mind that for not a few of her pupils will be cumulative for a lifetime. She holds, with Froebel, that 'all education not founded in religion is unproductive;' and, with Warner, that 'good literature is as necessary to the growth of the soul as good air to the growth of the body, and that it is just as bad to put weak thought into the mind of a child as to shut it up in a room that is unventilated.' She does not try to teach so much, but she has many an immortal poem and many a good thing in prose, from the Bible and elsewhere, as familiar in her school as is the old multiplication table. Is such a teacher good to live with?"

—THIS, says an exchange, is a good resolution : That I be a committee of one to inquire impartially into the aims, motives, character and achievements of myself.

—THERE is a good deal of solid truth hinted at in the *Moderator's* dramatic exclamations : " A school without a library ! A farmer without a plough ! A blacksmith without a forge ! A carpenter without a plane ! A preacher without a Bible ! A doctor without pills ! A lawyer without Blackstone ! A soldier without a gun ! A house-keeper without a broom ! A printer without his stick ! A boy without a jackknife !"

—IF, remarks the *Teacher*, the schools depended for their beauty and attractiveness upon the supplies furnished by school boards, they would be bare and dreary places, indeed. Notwithstanding the fact that teachers are paid less than other professional workers, they are most generous and unselfish with their small incomes, when the success of their work depends upon expenditures, which the public cannot or will not make. Books, periodicals, pictures and supplies of all sorts come from the scanty purses of overworked teachers. The care and loving thought bestowed by teachers upon their school-rooms have a most signal and direct bearing upon the lives of their pupils, and the teacher finds, without doubt, in the consciousness

of this fact her best reward. It is a question, however, if school boards are not behind the times in the matter not only of the supplies furnished schools, but also of their character, and whether they are not leaving too much to be done by the teacher. As a single illustration, the use of lantern slides for illustrative purposes may be taken. The school boards are evidently still under the impression that lantern slides are synonymous with a "show," and, consequently, teachers are allowed to furnish these necessary adjuncts to their work at their own expense. In a number of our schools, the teachers have collections of lantern slides amounting to hundreds, all purchased at their own expense. It is not reasonable to suppose that this sacrifice of teachers' money has been made for the amusement of scholars. If such supplies are necessary for the prosecution of school work, the public should pay for them and not the teacher, who can ill-afford the expense.

—THE spirit of Oklahoma Territory, U. S. A., is decidedly progressive. Educational research in that western country has taken a novel form, and at the last meeting of the Territorial Teachers' Association, the results of one of these investigations were given by Professor Elder, of the Normal University, in the paper on "The Causes of Failure in Arithmetic Study." According to the account of the meeting given in the *School Journal*, Professor Elder "adopted the novel plan of sending out a list of some thirty questions to pupils throughout the territory, requesting answers upon the success or failure of their teachers in presenting arithmetic. Each student was warned against letting his likes or dislikes prejudice his answers, and was asked to give his present opinion as he best remembered, concerning eight of his previous teachers." The professor then commented on these answers and gave the following summary of opinions and "suggestive remarks" thus gathered, adding that this summary might be termed the students' point of view. He said: "My fourth teacher tangled things, my sixth untangled them. Explain examples with smaller ones of the same kind. Teachers of district schools should be graded on their ability to analyze. This can be done at normals. A teacher who can get only a third-grade certificate on the present basis ought not to be allowed to teach in any school. Make pupils think more for themselves. I was taught to depend too much upon



rules. Have teachers better qualified in analysis. Leave out impossible and impracticable problems. I think country teachers unqualified for their work. Written analysis helps me most. Have the student study analysis. Stop recitation in time to explain the advance lesson. Have books without answers ; teach the student to reason for himself. The student's deficiency results more from lack of competent instruction at the time of laying the foundation of mathematics than from lack of natural ability. The memory is taxed by rule-learning and the reason is not developed. Have only competent teachers, especially in the early stages. Too much because-the-rule-says-so work ; too little reason. Teachers should illustrate more, pay less attention to rules and more to principles, and become more familiar with the subject. Teach pupils to think rather than to solve problems. Teach more of the why ; require more accuracy ; don't help the pupil too much. Have more mental work. Reason more and drop the rules ; spoil the rod. Don't give long lessons. Let pupils reason for their rule. Use common sense and be accurate. Get an arithmetic without rules. Make students think more ; help them less. Never tell a pupil how unless he positively cannot do it. Take more time to explain new principles. Let the teachers be better in mathematics. Of my eleven teachers only one was really good in arithmetic ; two were fairly good ; if the rest knew much about it they never impressed me with the fact. I never cared for arithmetic until my sixth year, when I was made to reason everything for myself. Let the pupil study more, and so on. He must be an ideal teacher or a confirmed egotist who cannot find suggestions helpful to his work in this view of himself and his methods as seen through the pupil's eye."

### **Current Events.**

THERE is much interesting matter contained in the last annual report of the Corporation of McGill University. In connection with the faculty of Arts, reference is made to the changes which are to affect the curriculum, beginning with the next session. Options are to be allowed in the matriculation examinations. In the course of study laid down for undergraduates, Latin and Greek will not both

be required for the individual student, but, it is said, better opportunities will be afforded to those who wish to study these subjects. The fact is also mentioned that there is need of more endowments, and referring to this matter the report says, "at present the faculty possesses only one chair of Philosophy (Mental and Moral). There are no endowed professorships of Modern Literature, and no provision is made for the teaching of such subjects as Economics and Political Science." These are serious drawbacks and prevent the Arts Faculty, the importance of which should never be lost sight of, from keeping in line with the great development of the professional departments. The lack of opportunities for studying such an important subject as Political Science is of itself a serious matter. McGill is also badly in need of the means to enable it to offer post graduate scholarships and bursaries to deserving graduates, and inducements of the same nature should be extended to students who have taken a high standing in their Arts course, to pursue their professional studies in their Alma Mater. With regard to the faculty of Applied Science, things have a much more prosperous look, and thanks to the munificence of friends of the University, it has the buildings, equipments and means necessary for the carrying on of the work, not only of instruction, but also of scientific research, in which latter connection some excellent work has been done during the last year. As an evidence of the high opinion in which its laboratories are held, it may be remarked that three of those who hold scholarships from the Royal Commissioners for the Exhibition of 1851, are now at work in the Macdonald Physics and Engineering buildings. One of these students is a graduate of the University of Sydney, New South Wales. The statement in the report that "the University is at the present moment conspicuously in need of further financial assistance, in order to bring the revenue to an equality with the expenditure," may seem a strange one to many; but it is to be remembered that most of the large gifts which have been made to McGill have been made for special purposes, and, as the report says, these have a tendency to consume themselves without leaving anything with which to meet the expenses of the University as a whole. In fact, there is at present a deficit of \$18,000 on the general account, and this goes to show the urgent need there is for a large amount to be



added to the general endowment fund of the institution. As its work becomes greater so the demands on its resources increase, although the revenue from investments is becoming smaller if anything. The governors ask for four hundred thousand dollars at least for the general purposes of the University, feeling as they do, that without such an additional endowment, it will be "seriously handicapped in the effort to go forward with the educational work which makes ever-increasing demands upon its resources."

—THE news comes from Toronto to the *Witness*, that, owing to the trade depression of the past few years, the Public School Board has been thwarted by the City Council in its every attempt to secure the increased school accommodation necessary in consequence of the natural growth of the attendance. The result is that there are no less than one thousand four hundred and thirty-seven pupils taught in temporary class-rooms, a large proportion being in wood-sheds and basements. The attendance for January was two thousand seven hundred and fifty, an increase of five hundred and seventy-six over last year. Considerable public feeling is being aroused over the insanitary and inconvenient wood-shed and basement class-rooms, and with the improved business the trustees expect to be authorized to erect a number of new schools.

—ON the occasion of a recent distribution of prizes at the High School for Girls in Liverpool, England, the following short address by Princess Louise was read:—"From the report which you have heard the great thing for the public to look to is the thoroughness of the teaching in all branches. What useful members of society and of the world at large these girls must become when grown to womanhood! They will be mothers fit to help their boys in many a hard task, and wives to help their husbands make a higher standard in this way all through the country. This is the basis of all advance in the homes of us English."

—THE largest school in the world is in the slums of London. There are 3,500 pupils and 100 teachers. This is Lord Rothschild's pet institution, and were it not for his support, the school would be unable to meet its vast expenses. Owing to his generosity free breakfasts are given every morning to all children who wish to take

them, no questions being asked. He presents every boy with a suit of clothes and a pair of boots, and every girl with a dress and a pair of boots in the month of April, near the Jewish Passover. A second pair of boots is offered in October to every child whose boots are not likely to last during the winter. A popular feature of the school is the savings bank department instituted by the president. In order to encourage habits of thrift, he allows an interest of ten per cent. per annum on all savings. The teachers are permitted to avail themselves of the benefits of the bank.—*School Journal*.

--THE same magazine is responsible for the following paragraph:—"There are signs of an awakening in even old England. The *Mail* of London has repeatedly called attention to the bad teaching in the schools as the real cause of the general stagnation of thought and the domination of ignorant trade unionism that prevails. A summer school of pedagogy was held in Oxford last summer; only thirteen attended. The plan was to have two lessons of a half hour each given to a class of boys, by the students in turn, witnessed by the rest; this was followed by criticism for an hour; followed in turn by a lecture on the principles of education. The students went home and had questions on the lectures sent them; on these a diploma was to be based. It appears that the answers to questions on the history of education were exceedingly faulty; there was a general excellence in class knowledge."

—The teacher of physiology in a school in the State of New York has resigned her position as a consequence of the Board of Education having condemned her action in dissecting a cat and exhibiting its vital organs to the younger pupils in the school. The board passed a resolution to the effect that, in its opinion, dissection was "more demoralizing than enlightening in its influence upon those in attendance at the school," and stated that a repetition of the offence would be considered sufficient grounds for the immediate dismissal of any teacher.

—It would seem that the authorities in some of the colleges of the United States are coming to realize that it is worth their while to exercise a legitimate authority over the students who are presumably under their care. It is said that forty-one students have been dismissed from the Leland Stanford, Jr., University in California on account



of idle and dissolute habits, in accordance with the recently announced policy of President Jordan.

—FOR some time past, the teachers of Chicago have been fighting for higher salaries, and news has been received that they have won the battle. The Board of Education, says the *Journal*, has decided that the funds are sufficient to start the desired increase at once. The proposition of Pres. Halle, of the board, is that, beginning with the coming fiscal year, each grade teacher shall receive an increase in salary of \$25. This shall continue every year until the salary is \$1,000. For example, the teacher receiving \$600 this year will have \$625 next year, \$650 the year after, and so on until the \$1,000 limit is reached. The board will require an addition of \$54,000 for this purpose the first year and \$117,000 the next. This will supply the needs of 2,160 teachers. After the third year, the adjustment will go on without further strain on the finances.

—FROM the reports given in the newspapers, of the first meeting between the school authorities of New York and the new mayor, Mr. Van Wyck, it would seem that educational progress in Greater New York will not be assisted to any great extent by the latter. He is evidently of the opinion that it is folly to teach children anything beyond the "three R's."

## **Practical Hints and Examination Papers.**

### **EXAMINATIONS.**

The problem of examination or no examination is, and has been, a vexed question among educational authorities. Many and varied have been the views expressed by leading educators on the question, and out of the smoke of the battle very little light on the contested ground has arisen. The following paragraph, clipped from the annual report of the Minister of Education for the year 1896, gives in a nut shell the condition of affairs in the Province of Ontario :

"Written examinations have an important educational value. Much has been said regarding the evils of examinations. Arguments have been quoted to show the disastrous results that follow to pupils and teachers where tests of this kind are employed. It should be remembered that scarcely one of the stereotyped objections has any bearing

on the question of qualifying examinations. *No educationist of standing has ever proposed to do away with tests such as the departmental examinations furnish.* Written examinations, so strongly and properly condemned in English pedagogical works are such competitive tests as have been used for awarding prizes, scholarships or positions in the Civil Service. Writers who have, in no mistaken language, pointed out the immoral tendencies of competitive examinations, are the most outspoken in their approval of examinations when conducted for legitimate purposes. The American authors, who are often referred to as opposed to written examinations, have had their arguments generally misapplied. *The evil of basing the promotion of pupils in public schools solely on a final written examination is well known.* A practice of this kind has no place now in well-conducted schools. Such examinations were used for purposes of promotion and served no other object. The papers were sometimes set by those who had little or no practical experience in school work. The questions called for knowledge that was badly digested and discouraged intellectual development. The memory was the chief faculty brought into requisition, and originality of effort had little value. Such questions gave rise to hasty, crude, and even dishonest preparation. Good teaching was not rewarded by examinations of this kind. *To make promotions depend in the case of pupils in a public school, solely on a final examination, is bad.* It is doubly so when the questions are so faulty as to place good teaching at a discount. The high school entrance examination is not necessarily a promotion examination. It must be remembered, moreover, that this examination is now entirely in the hands of the local boards, and there is ample power given to the examiners to admit any deserving pupil to the high school, or to reject any one who is regarded incompetent to leave the public school. In the case of the public school leaving examination there is no danger that any troublesome barrier will beset the advancement of properly trained pupils. The regulations, as now framed, and the relative standing to be submitted each year by the principals, cannot fail to guard all educational interests, as well as to compel only weak candidates to make better preparation of their elementary work."

This expresses fully our views. Bad examinations are



bad, and that continually ; but a properly prepared examination paper not only tests the pupil's efficiency, but leads him to think. The result of writing on such a paper is as good mental training as the most carefully prepared and skilfully presented lesson could be.

What educator would think of teaching the poor pupil, day in and day out, for a term ? He rather makes a well-thought out combination of imparting and of examining, letting the one supplement the other, and thus he finds whether his pupils are assimilating the matter which he is presenting to them.

This is the true function of examinations. The days of the old competitive examination have gone. Promotion by examination, and examination only, is a thing of the past. But still, the true function of the examination remains, the testing of the pupil's assimilated knowledge and the revealing of the pupil's power. To the student, written examinations are often revelations of his ability as well as of his weaknesses and defects.

Then, to the teacher a properly prepared examination is of the utmost importance. Not only does it reveal the results of his labour, the failure or success of his methods, the soundness or weakness of his pedagogical principles, but it becomes a virtual eye-opener to an inexperienced teacher, who wanders in his instruction, talks to little purpose, explains very much, but seldom makes a halt to test results. Any one at all familiar with the educational progress of Ontario must be aware of the revolutionary effect which the Mathematical papers, set by Dr. McLellan, and the English papers, set by Mr. John Seath, have had on the teaching of these subjects in our schools. They were examinations which not only tested knowledge, intellectual skill and mental power, but they also guided the teacher in the best methods of instruction.—*The Canadian Teacher*.

TRY.—Under this heading the "Author of Preston Papers," says in the *New Education* :—

No teacher is so humble, so isolated from the great *general cause* of education, that her influence is not felt for the moral, intellectual and physical development of the entire nation. Remember this and try, by elevating the standards of each department of your work :

1. To create a strong sentiment in your pupils for each

of the cardinal virtues, always remembering that unless you *have* this nobility, you cannot inspire it in others.

2. To impress, upon each of the minds over which you hold temporary sway, the facts that *courtesy* is desirable, that *cleanliness* is essential, that *kindness* brings a reward peculiar to itself. These are "lesser" (?) virtues, but indispensable in a well rounded character.

3. To instil the principles of attention, order, submission to law, reverence for God (*and humanity*), punctuality, accuracy, even in little things, and in *whatever* is done to be in earnest.

4. To *emphasize your beliefs*. Your doubts on any subject, will take care of themselves. *Sow faith* if you would reap peace.

5. To find the germ of good which exists even in the most evil heart. Yours may be the crown given for its fostering and development, when the little seed is found in the heart of a child with wayward tendencies, and yours the hand to lead it in the right way. *Teach as for eternity*.

6. To inculcate care, thought and training for the body as well as the mind and heart. Life is not given to be wasted, but to be protected—as can not be done if left at haphazard.

7. To get others to walk with you in the way of progress. Do you know a dull teacher? Help wake him up. A perfunctory one? Breathe upon him with your surplus enthusiasm, but be sure you have the enthusiasm to spare. A tired one? Show her how to rest; *so few people know how*. A lazy one? Oh my! Your task will be difficult; but you must, you absolutely *must* inspire him (her?) with energy. A discouraged one? Show him how education stands now, as compared with your first recollection of it. An enthusiastic one? *Stay her hands!* Don't be a wet blanket on optimism. Always be ready to *believe the best*, then you will be ready to do the best and be the best. *Try* to see how many others you can impress with the best belief and work.

ARITHMETIC QUESTIONS.—It is always well for the teacher of Arithmetic to give for solution, problems a little different from those contained in the text-book. This keeps your pupil from getting into the habit of working by rule of thumb, and furnishes them with opportunities for exercising their reasoning faculties. To test the quality of the work



you have been doing in this connection, try your class with some of the following problems taken from the *Canadian Teacher* :—

EXERCISE I.

1. On June 29th, 1890, I borrowed \$16.50 to be returned April 30th, 1892. With interest at  $6\frac{1}{2}$  per cent., what amount must I then pay ?

2. In what time would a field, 80 by 60 rods, pay for underdraining lengthwise, at 2 cents per foot, if the field yield 2 bushels, at 66 cents, per acre more than before draining ? The drains are 4 rods apart, and the first drain runs down the centre of the field.

3. If 18 men do  $\frac{2}{3}$  of a piece of work in 30 days of ten hours, in what time should 15 men do the whole, working 9 hours a day ?

4. Two men start from the same point at the same time to walk in the same direction around a block of land  $1\frac{1}{4}$  mile on each side. A goes at the rate of 4 miles and B 3 miles an hour. How far will A walk before he overtakes B ?

EXERCISE II.

1. A man engages a sufficient number of men to do a piece of work in 84 days, if each man does an average day's work. It turns out that three of the men do respectively  $\frac{1}{6}$ ,  $\frac{1}{7}$ , and  $\frac{1}{9}$ , less than an average day's work, and two others  $\frac{1}{8}$  and  $\frac{1}{10}$  more ; and in order to complete the work in the 84 days, he procures the help of 17 additional men for the 84th day. How much less or more than an average day's work on the part of these 17 men is required ?

2. (a) What is meant by averaging accounts ?

(b) Find the equated time for the payment of the following accounts :

John Smith.

1888.	Dr.	
June 10.—To mdse. @ 30 days.....		\$ 950
July 15.— “ “ 45 “ .....		300
Aug. 20.— “ “ 60 “ .....		250
Sept. 1.— “ “ 30 “ .....		150
1888.	Cr.	
July 10.—By cash.....		\$ 450
Aug. 15.— “ .....		350
Sept. 5.— “ .....		200

3. Bought goods at \$5.70 on 4 months' credit and sold them immediately at \$6.12 on such a term of credit as made my immediate gain  $6\frac{2}{3}$  per cent. Reckoning interest at 4 per cent. per annum, how long credit did I give?

4. A man has \$20,000 in Bank stock which is at 170 and pays a half-yearly dividend of 5 per cent.; he sells out and invests in stocks at 108, which pays  $3\frac{1}{2}$  per cent. half-yearly. Find the change in his half-yearly income.

5. If the avoirdupois lb. is equal to 7,000 grains Troy, and if 6,144 sovereigns weigh 133 lbs. 4 oz. Troy, how many sovereigns will weigh an oz. avoirdupois?

### Correspondence, etc.

*To the Editor of the EDUCATIONAL RECORD,*

DEAR SIR,—Two marked characteristics of the late Bolton Magrath, Inspector of Schools for the counties of Ottawa and Pontiac, were his knowledge of a great number of curious mathematical facts, and the clearness and force with which he could illustrate primary principles in mathematics, or explain an intricate problem. The following is a literal copy of a few pages from some notes which I find amongst old papers. The closing paragraph also well shows his generous sympathy with the teachers of his inspectorate, especially with those in need of his help. This quaint mode of expression was peculiarly natural to him.

Yours, etc.,

Richmond, Que.

J. A. D.

### ALGEBRA.

#### POSITIVE AND NEGATIVE QUANTITIES.

As a positive and a negative quantity are reckoned in opposite directions, the difference between them is greater than either, and is equal to the sum of the units of both.

Suppose A *has* \$4000 and B *owes* \$4000. What is the difference of their estates?

A's property can be expressed as + \$4000; B's, as —\$4000. Then  $4000 - (-4000) = 4,000 + 4000 = 8000$ . In other words  $-(-4000) = +4000$ .

Hence minus multiplied by minus gives *plus*. So  $-(-a) = +a$ . Hence the subtraction of a negative quantity has the same effect as the addition of an equal positive quantity.



Another example : Say the latitude of Aylmer is N.  $45^{\circ} 24'$ . Buenos Ayres is S.  $34^{\circ}$ . What is their difference of latitude ? Ans.  $45^{\circ} 24' + 34^{\circ} = 79^{\circ} 34'$ .

(2.) The coefficient of an algebraic quantity shows how many times the quantity multiplied is taken as a term.

If the coefficient is *positive*, it shows how many times the quantity is *added*; if *negative*, how many times it is *subtracted*,

$$\text{Thus } 3a = a + a + a$$

$$-3 \text{ multiplied by } +a = -a - a - a =$$

$$+3 \text{ multiplied by } -a = -3a.$$

So  $-a$  multiplied by  $+b = +a$  multiplied by  $-b = -ab$ .

Also  $-2$  multiplied by  $-a = -(-a) - (-a) = a + a = 2a$ .

(NOTE.—In the last example  $-a$  is to be subtracted twice ; and subtracting  $-a$  twice has the same effect as adding  $+a$  twice.)

Hence the rules in algebraic multiplication.

(3.) See prob. 7, page 175, Todhunter's "Algebra for Beginners."

$\sqrt{x^2 - 6x + 16} + (x - 3)^2 = 13$ . To facilitate the solution add 7 to both sides, thus making the rational equal to the irrational part on the left hand side of the equation.

Then  $x^2 - 6x + 16 + \sqrt{x^2 - 6x + 16} = 20$ , or

$$x^2 - 6x + 16 + \sqrt{x^2 - 6x + 16} + \frac{1}{4} = \frac{81}{4}, \text{ or}$$

$$\sqrt{x^2 - 6x + 16} + \frac{1}{2} = + \text{ or } - \frac{9}{2}, \text{ or}$$

$$\sqrt{x^2 - 6x + 16} = +4 \text{ or } -5.$$

Hence  $x^2 - 6x + 16 = +16$ , or  $+25$ .

If you take  $x^2 - 6x + 16 = 16$ , you will get the two *answers*, 6 and 0.

If you use 25, that is,  $x^2 - 6x + 16 = 25$ , you will get  $x = 3 + \text{ or } -\sqrt{18}$ ; and if you substitute this value in the equation  $x^2 - 6x + 16 = 25$ , the conditions are verified!! Are there then *four* values of  $x$ ? The equation is not a pure quadratic, yet may be solved as a quadratic, and the value  $x = 3 + \text{ or } -\sqrt{18}$  applies to the original equation with the sign in the second number (left hand) changed, or  $(x - 3)^2 - \sqrt{x^2 - 6x + 16} = 13$ .

Substitute  $x$  for its equal  $3 + \text{ or } -\sqrt{18}$  to prove.

It is now midnight and here I am poking over such probs!!! No more algebra for one month! I have yet to write that poor Miss —— a consoling letter. If I held ill will against any of the teachers and wished

To punish with "extremist" rigour,  
I could inflict no penance bigger,  
Than, using her as "Larning's" tool,  
Appoint her teacher of a school,

*Up that Gatineau.*

B. M.

## Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The February number of the *Atlantic Monthly* contains an able paper on "The Danger of Experimental Psychology," by Professor Hugo Munsterberg, of Harvard University, in which he points out a very serious danger in some present tendencies, and calls a halt to teachers who are dabbling in and studying psychology in the hope of finding something upon which to remodel present methods of instruction. He shows the illusiveness of any such expectation, whence the error arises, and what the real advantage and use of psychology is for the teacher. In the second instalment of Gilbert Parker's romantic story, "The Battle of the Strong," the interest becomes greater, and F. Hopkinson Smith's "Caleb West" draws to a close with all the power which marked its inception and development. Poetry, short stories, book reviews and the Contributor's Club, not by any means the least interesting of the *Atlantic's* interesting matter, go to make the February number a most excellent one of an excellent magazine.

In the *Ladies' Home Journal* for February, the various departments are well stocked with useful and readable editorial contributions. The individual articles are also full of interest to readers of every condition. Hamlin Garland's delightful story, "The Doctor," is continued, and "The Inner Experiences of a Cabinet Member's Wife" are as entertaining as ever. The cover design of the February number is a drawing by Charles D. Gibson, in which he portrays his own child.

The February number of the *Canadian Magazine* is a special Klondike one, and contains a number of illustrated articles on what seems to be the Eldorado of Canada, which are well worth the reading. Among the many other interesting articles may be mentioned, "The Modern English Girl," by Sarah Grand, "The Fenian Invasion of 1866," by John W. Dafoe, and "The Ursulines of Quebec," by Arthur G. Doughty. The *Canadian*, though thoroughly national in tone, is making a place for itself among the many good magazines of the day, and deserves the support of all Canadians.



*Current History* has changed hands and is now the property of the New England Publishing Company, Boston, Mass., who will continue its publication along the lines heretofore followed. The new owners of the magazine will spare no effort to maintain the high standard this useful quarterly has so long had for comprehensiveness, clearness, impartiality and reliability. In the number for the fourth quarter of 1897, the same treatment of all subjects of general interest concerning all parts of the world may be remarked. The biographical sketch of the late Charles A. Dana is appreciative of that remarkable journalist. Among other subjects discussed are "The Behring Sea Dispute," "The Hawaiian Question," "The Cuban Revolt," "The Klondike Gold Fields," "The Situation in the Orient," and a host of other matters relating to events which occurred during the last quarter of the year 1897. The editorship continues in the hands of Dr. A. S. Johnson, who has done so much to give to *Current History* the general character which makes it so valuable as the record of a world's history.

ELEMENTS OF NATURAL PHILOSOPHY, by Edwin J. Houston, M.A., Ph. D., and published by Eldredge and Brother, Philadelphia, is a new and revised edition of a work which has already been well received by the teachers of Science. The book treats in a clear and comprehensible manner of Matter and Energy, Fluids, Sound and Light, Heat and Electricity, and the subject matter is exceedingly well illustrated by means of numerous cuts and diagrams. The Metric system is used in connection with the English system, in such a way as to make the learner familiar with the former, a knowledge of which is becoming of more and more importance to students of science.

### Official Department.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council dated the 20th of December (1897), to detach from the school municipality of Saint-Bernardin de Waterloo, in the county of Shefford, the following lots, to wit: Nos. 686, 688, 690, 822 and 826 of the township of

“Shefford” and annex them for school purposes to the municipality of “Saint François-Xavier de Shefford.”

Such annexation to take effect on the 1st July next, 1898.

13th January, 1898—To make the following appointments, to wit :

*School Commissioner.*

Melbourne, Richmond, Mr. William Morrison, to replace Mr. Robert A. Ewing, absent.

*School Trustee.*

Upper Litchfield, Pontiac, Mr. Francis Murtagh, to replace Mr. Paul McNally, whose term of office has expired.

20th January.—To annex to the “city of Montreal,” for school purposes, “Saint Denis ward,” of the said city of Montreal, with the limits assigned to it as such ward. This annexation to take effect on the first of July next, and to apply only to Roman Catholics.

To erect into a school municipality, under the name of “Robertson and Pope,” county of Ottawa, the following territory, to wit : The township of Robertson, throughout its whole length, on ranges I, II, III, IV, V, VI and VII, and the twenty-four first lots in the township of Pope, on ranges II and III.

This erection to take effect on the 1st of July next.

His Honor the Lieutenant-Governor has been pleased, by an order in council dated the 21st of January last (1898), to appoint Mr. E. H. Taylor, merchant, of the city of Quebec, a member of the Protestant school commission of the city of Quebec, to replace Mr. George Lampson, resigned.



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**Articles : Original and Selected.**

CHILD STUDY.

BY ERNEST N. BROWN, B.A., LACHINE.

Child study, in its broadest aspect, is part of the new psychology, and the new psychology is simply the Baconian change of base applied to the study of the mind. The old psychology proceeded by the method of deduction ; the new psychology asks, Why should not the inductive method, which has wrought such a transformation in the physical sciences, be employed in the science of the mind ? Child study, more particularly, belongs to that part of the new psychology which is called comparative psychology. Mind must be studied in its growth and development. It is by studying the developing mind that we will obtain the deepest insight into its processes. The child, then, in all his varied activities has become an object of new and deeper interest.

Children have no doubt always been studied. Every good teacher observes the different dispositions, the physical, mental and moral characteristics of his pupils, and endeavours to adapt his teaching and discipline to the needs of each. But child study has come to mean a great deal more than this. It has now reached the stage of full self-consciousness.

Child study receives contributions from several sciences. It may be considered from the standpoints of (1) physiology, (2) psychology, (3) neurology, (4) anthropology. From the

study of children of school age must be distinguished, again, the study of infants, usually pursued by means of the continued observation of an individual child from birth and embracing such well known studies as those of Preyer, Perez, and Darwin; the results in this field have been excellently compiled, as well as contributed to, by Dr. Frederick Tracy, of Toronto University, in his work, the "Psychology of Childhood."

The study of the physical life of children was naturally the first to receive attention, because this is more directly accessible to the methods of experiment than the psychological. It has resulted in several important discoveries and in greater attention being paid to the physical conditions of school life, and a more careful effort being made to discover if some physical defect is not accountable for many failures of children at school. Many children are found to enter school with defective eyesight, hearing, or other physical defects, of which the teacher may know nothing. Simple tests have been devised by which the teacher may discover if such defects exist; and even if no formal tests are made, the very knowledge of the number of these cases makes him much more watchful and sympathetic. The ordinary school work will often furnish sufficient tests to the wide-awake teacher.

Important facts have been ascertained with regard to the muscular development of the child. It has been found that the large muscles develop earlier than the smaller ones. The natural order of the arm movements, for example, is, first whole arm movements, then elbow, then wrist, and lastly finger movements. It is against nature to make the little child do fine work. The bearing of this upon kindergarten practices, as well as upon methods of teaching writing and drawing is obvious. Hardly less important is the emphasis that has been laid upon the fact that the child's motor activities are an essential condition of his growth, and that the aim must be to regulate and utilize these activities rather than repress them.

Experiments have been made with regard to fatigue and to mental activity at different periods of the day, all of which have an important bearing upon the construction of time-tables and the fixing of hours of study. Anthropological measurements have been made as a means of studying the physical growth of children in different countries and



under different conditions. The eyesight of thousands of children has been tested, and it is found that short-sightedness is not only very common, but increases from grade to grade.

But, important as is this field, it is not so interesting nor, perhaps, so fruitful as is the study of children's minds. It is with this department of the work that I wish particularly to deal.

The methods employed may be classified as (1) the observation and (2) the questionnaire. Both these methods are supplemented by, or include as aids, several other methods. Children are not only observed or questioned, but grown people write reminiscences of their childhood. Autobiography and biography are studied as giving an insight into the childhood of noted men and women, though it must be confessed that the value of the great majority of these to the scientific student of child life is very limited. Poets and artists as well as great prose writers have always loved to interpret children, and from their works much insight may be gained.

These methods may best be explained in connection with the work of leaders in the child study movement who employ them. The great representative of the observation method is Principal E. H. Russell, of the State Normal School at Worcester, Mass.; the best known names associated with the questionnaire method are those of President G. Stanley Hall, of Clark University, Worcester, Mass., who has been called the father of child study, and Prof. Earl Barnes, of the Stanford University, California.

The observation method as followed by Principal Russell may best be stated by quoting from the catalogue of the Worcester Normal School:—

“The principal requests the students to observe the conduct of children in all circumstances,—at home, at school, in the street, at work, at play, in conversation with one another and with adults,—and record what they see and hear as soon as circumstances will permit. When the nature of the work is explained to the school, great emphasis is placed upon the necessity of having the records genuine, beyond all possibility of question; of having them consist of a simple, concise statement of what the child does or says, without comment by the writer; of making both the observation and the record without the knowledge of the

child ; and of noting the usual, rather than the unusual, conduct of the individuals observed.

“ For convenience in classification, blanks of six colors are provided for the records. White paper is used for such observations as students make themselves ; red, for well-attested ones reported by others ; yellow, for reminiscences of their own childhood ; green, for mention of whatever they read on the subject ; blue, for exceptional or defective children ; and chocolate, for observations that extend continuously over a period of time.”

Each blank contains a record of the date ; the name, age, and post-office address of the observer ; the name, sex, nationality, and age of the child observed, and the length of time between making the observation and recording it.

The advantages of this method are evident. It avoids the objections that at once occur to us against questioning the child, viz, that we make him conscious that he is an object of study, that we suggest his answers, that he becomes introspective, that his activities cease to be spontaneous and sincere. Mr. Russell, while one of the most enthusiastic, is one of the most temperate exponents of child study. He adopts as his motto the principle laid down by Bacon and stated by Darwin in these words : “ I worked on true Baconian principles, and, without any theory, collected facts on a wholesale scale.” He refuses to draw hasty conclusions, and is satisfied that his work results in directing the attention of his student teachers childward, in bringing them into closer and more sympathetic relations with children. Thirty-five thousand observations have been collected at the Worcester Normal School. These have been classified under the usual psychological rubrics, such as imitation, association, etc. A volume on “ Imitation and Allied Activities ” has been published ; and while, true to principles, no attempt at formulating a pedagogical hypothesis has been made, the volume is, I believe, the most valuable as well as the most delightful and inspiring treatment that subject has ever received. In Mr. Russell’s own words, one feels in reading the records it contains as if he “ were privileged to stand at the fountain-head of life, and see its waters bubble forth from exhaustless hidden depths as by perpetual miracle.” \* A second volume on

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\* Imitation and Allied Activities, Introd. xv.



“ Knowledge as Gained Through Association ” is in preparation.

Mr. Russell's object is a practical one. His work is to train teachers, and he is concerned only in a secondary way in the scientific value of his observations. Indeed he admits that many of them have probably no value apart from their value to the observer in the exercise of making them. More scientific is the work of Dr. Hall and Prof. Barnes. Dr. Hall began his great work in child study by an investigation upon what the average Boston child might be supposed to know on entering school. This investigation, published under the title “ Contents of Children's Minds on Entering School,” has become a classic, and has been translated into several European languages. We can readily appreciate the value of such a study as a means of linking instruction to be given with information already possessed. Dr. Hall gathers material for his studies by means of syllabi sent free to all who are interested and are willing to make returns. During the past three years, three sets of syllabi have been sent out and a fourth series for the present year (1897-98) is being issued. These syllabi cover such topics as anger, dolls, the early sense of self, fears, reverie, likes and dislikes, degrees of certainty and conviction, suggestion and imitation, punishments and penalties, moral and religious experiences, ownership *vs.* loss, and many others. A study of “ Dolls ” has been published in book form (E. L. Kellogg & Co., N. Y.), and articles by Dr. Hall and his students upon other topics are appearing in his publications, the “ American Journal of Psychology ” and the “ Pedagogical Seminary.” These studies are an earnest and persistent attempt to explore the contents of the child mind during the different periods of growth and to bring to light the pedagogical import.

Among the most valuable of these studies are those of the period of adolescence, upon which Dr. Hall has laid great emphasis and which is with him a favourite theme. During this period, the most critical of life, there takes place a rapid development of the whole nature; the happy, thoughtless, imitative boy and girl become the self-conscious youth and maiden, in full possession of their inherited tendencies and of their possibilities for either good or evil. It is a period of physical, mental, moral and religious regeneration. There is a great evolution of energy that must

find outlet in some way. It is the great reading age. If suitable reading is not furnished, sensational literature of the worst kind is apt to be devoured. The craving must be satisfied. It therefore affords the golden opportunity for cultivating a taste for good literature,—one of the highest products of education. No stronger argument than this can be advanced for school libraries. It is in many, a period of great storm and stress, of great uncertainty of belief. The old supports fall away. There is no longer the same implicit confidence in parents or in the conventional opinions of society. The adolescent is called upon to re-establish his equilibrium, and sometimes, unaided, he is not equal to the task. It is the age of ideals. Egoistic, or selfish feelings, give way to altruistic feelings, or regard for others; the youth recognizes himself as a social factor. Religion appeals to him with new force; this is the time for deepening and confirming the religious life. “Just as a study of the psychology of childhood is an indispensable part of the preparation of every teacher in the lower grades, so a study of adolescence should form a part of the education of every teacher in the higher institutions.” \*

The objections to the questionnaire method are those already noted as avoided by the method of pure observation. These objections can only be obviated in the first place by the character of the questions and in the second place by the manner of presenting them. Questions wisely chosen and judiciously presented may not only not injure the child by making him affected or introspective, but may be of the greatest benefit to him. Children's fears or superstitions, for instance, may be much lessened, if not removed, by their confiding in one whose sympathy they feel and whom they trust. Much valuable material may be collected by selecting topics from Dr. Hall's syllabi and presenting them as ordinary composition exercises. This arouses no suspicion in the child's mind that he is being studied, and the subject, appealing as it does to his own experience, is one in which he is readily interested, upon which he has thoughts and will be glad to write. An essential condition of the value of results obtained in this way is that the work be entirely the child's own, that no comments be made by the teacher in the way either of suggestion or explanation.

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\* W. H. Burnham, *Pedagogical Seminary*, Vol. 1, No. 2.



The method pursued by Prof. Barnes and his co-workers, following Dr. Hall, is that of proposing some question or subject upon which children are asked to write their thoughts and of obtaining from children original stories. Children are asked to express themselves not only in writing but in drawing, by way of illustrating some story that greatly interests them. This is supplemented by reminiscent and anthropological studies. Prof. Barnes has studied such topics as children's stories, the development of the historic sense in children, children's interests, the child as a social factor, children's attitude towards law, children's drawings. Some of his conclusions may be briefly stated. From a study of children's stories, "we see how very large a place *actions* and *names* have in a young child's interest, and how small a place *feeling*, *sentiment*, *æsthetic details*, and moral distinctions fill." \* Stories for children, therefore, "should be mainly confined to action, with little or no description of persons or feelings. *Æsthetic details* and moral rules should play an insignificant part." ‡

A study of children's interests was made by having children write their definitions of a number of common objects chosen at random. The aim was to discover by what qualities of objects children are most impressed. (This study had already been made by Binet.) The results indicated that young children attend almost exclusively to the uses of objects; "gradually they become interested in grouping them into larger groups and in noticing their qualities." § The application is that "natural history and object lessons with primary children, if they are to appeal to their interests, must start with the uses and activities of objects, gradually lead out through what the things can do and what they are made of, to their structure, form, colour, etc." || Instead of this, "we generally start out with the superficial qualities, taking what Agassiz found to be interesting to college boys and applying it directly to primary children." †

From a study of children's attitude towards law, it appears that "young children regard punishment as an arbitrary matter, imposed without reference to the social order, while, after the age of twelve, there is a steady increase in the regard for law."\*\* "Since the age of twelve seems to mark the inauguration of a social consciousness, our higher

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\* *Studies in Education*, p. 17. ‡ *Ibid*, p. 17. § *Ibid*, p. 210. || *Ibid*, p. 211.  
 † *Ibid*, p. 211. \*\* *Ibid*, p. 216.

grammar grades should begin to call the attention of children to the most prominent facts of social and civic life." \* It will be noticed that the social interest begins with the dawn of adolescence.

Among the many interesting results of Prof. Barnes' studies are differences between boys and girls in their interests and ways of regarding things.

In criticism of Prof. Barnes' conclusions, we are struck with their *a priori* character. He studies the uninformed child mind and seems to conclude that because certain ideas are not there, they are therefore not appropriate to his age. Are we to follow the child, it may be asked, or are we to lead him? If a child has not certain moral ideas, are we not to impress them upon him? The objection is, I believe, more seeming than real. Prof. Barnes is only trying to extend a principle upon which we all work as far as we are able. We recognize the importance of approaching the child through his interests. We do not expect a little child to be interested in the theory of government, or a healthy boy of fourteen to appreciate the character of Hamlet. And yet, in our ignorance, we go on battling against nature, with the result that we often arouse antagonism towards school and distaste for study, while the result of inappropriate moral instruction may be even more disastrous. There are ideas appropriate to every period of growth, and if we can discover what those ideas are, we will be following the line of least resistance in guiding ourselves by them. If teaching consists not in "getting it into" the child, but in co-operating with him in self-education, then we must follow nature's lead. At the same time it must not be forgotten that child study is but a means to an end and not an end in itself. It gives us knowledge of the material with which we have to work that we may the better shape it to desired ends; it does not teach us what those ends are. Child study will do little for the teacher who is not guided by an educational ideal.

Summing up the scientific results of child study, we find three well marked periods in the child's life, each with its own phenomena and laws. These periods are (1) from birth to the seventh year, (2) from the seventh year to the time of puberty, and (3) the period of adolescence. These

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\* *Studies in Education*, p. 216.



divisions are not new, but child study has sought to explore their content and bring to light their meaning. The first period is one of rapid growth, the senses reaching practical maturity. It is a highly imaginative period. The child lives in a world of fancy. In his study of "Dolls," Dr. Hall shows that young children do not clearly distinguish themselves from objects, attributing to them their own feelings and desires. The dolls are what they wish them to be. Mr. Russell shows the tremendous roll which imitation plays in children of this age. Prof. Barnes has shown that their interests lie in the uses and activities of objects, that they have little power of inference, that their literary interest is in fairy tales and folk lore stories, that they are lacking in social consciousness. All students of child nature have noticed the savage characteristics of young children, their selfishness, their love of teasing and bullying, their fears and superstitions. There is much support to be found in the study of children for the theory that the individual repeats in his own life the history of the race, the child representing the savage stage. Dr. Hall, in his study of "Fears," and Mr. Burk, in his study of "Teasing and Bullying," show that just as in the body there are remnants of organs no longer useful, so qualities that were useful to our ancestors remain in us and crop out at some period of our growth.

The second period is one of slow growth. It seems as if nature were gathering up her forces for the great burst of new life which comes with adolescence.\* It would seem to be an excellent time for language study. The speech organs have completed their growth and are ready for work, the verbal memory is good, the mind has not yet been led off into those trains of thought which are ushered in with adolescence. It is a period of great interest in plays and love for manual exercises. The muscular movements are becoming co-ordinated. I have already enlarged upon the period of adolescence.

What then may be regarded as the net value of child study? Undoubtedly its greatest value is not so much the light that it throws or may throw upon the science or art of teaching as that it puts the teacher *en rapport* with the child and impresses upon him that his work is not to teach sub-

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\* See *Suggestions for a Philosophy of Education*, by A. C. Ellis, Ped. Sem., Vol. v.

jects but children. It has been said that child study is first for the child, second for the teacher, and last and incidentally for science. It has been called the Copernican change of standpoint in education. It was the dawn of a new day for astronomy when it was found that the sun and not the earth is the centre of our system, it will be the beginning of better things in education when every teacher fully realizes that the child is the centre of all his educational endeavour,—the one object worthy in itself, in relation to which all else is but a means. It is the idea of many teachers that their equipment consists in a stock of approved methods which are capable of universal application. Child study breaks up this idea. The spirit of the teacher is of far more value than his methods. The teacher who pores over the child as over an absorbing book cannot fail to be successful.

Child study revivifies old truths. Many fundamental educational principles have become so commonplace from repetition that they cease to impress. What is more fundamental, for example, than the maxim, Do yourself what you would have your pupils do? and yet how often is its importance entirely forgotten or imperfectly realized. But the teacher who observes the activities of children will never cease to be reminded that a great deal of their education is obtained through imitation of himself and all about them. Will he ever undervalue his own influence, then,—the importance of being himself what he would have his pupils become?

Child study will give continual suggestion of method both in teaching and discipline. It will make the teacher much more skilful in dealing with those ever-present problems—the exceptional child and the bad boy. It will correct faults of method. Is the teacher inclined to do too much himself and leave too little to the child? The observations cannot fail to impress upon him that in many cases he may step aside and leave the result to the child's own activities. The teacher who lives in close communion with the child will possess a power of stimulating his activities in a way that leads to true development.

Child study will make the teacher much more skilful in obtaining the confidence of his pupils. There is something wrong in the atmosphere of a home where the children do not confide in their parents; there is something



wrong in the atmosphere of a school where the pupils do not look upon the teacher as a counsellor and friend. I have spoken of the adolescent period. The teacher should be "the guide, counsellor, and confidential friend of the adolescent pupils, guarding them with solicitude and watchfulness in this period of unstable equilibrium, when the nature is plastic and responsive to the promptings of the highest ideals, and when, on the other hand, the danger is so great of the beginnings of perverted habits and criminal tendencies, arising if the pupils are neglected and allowed simply to 'grow up' like Topsy or Ruth Bonnython." \*

Finally, while child study is too young a science to be able to boast of a great body of firmly established conclusions, there can be no doubt that not only have old truths been given a new emphasis, but that greater insight has been gained into the laws of physical, mental and moral growth. The old deductive psychology has given exclusive attention to the adult mind. It has assumed that the logical processes suitable to it are appropriate to the mind in all stages of growth. It has set forth fixed principles of education from which methods suitable to all ages could be deduced. It has been quite ignorant of the complex of forces which we are now beginning to see enter into the child's development. The new psychology may never be able to speak with the assurance of the old, it may never be able to regard itself complacently as completed science. But if it can determine more accurately the order of development of the mental powers; if it can show us the order of disorder, the law of apparent lawlessness; if it can reveal to us the meaning of those forces which we have so lightly brushed aside or tried to annihilate; if it can bring us nearer to nature's own methods; if, above all, it can discover the laws of moral growth, so that we may know when the nature will be most responsive to the inculcation of certain moral ideas, we are surely entering upon a new era of educational progress, the possibilities of which can hardly be foretold.

What can the teacher do? The best results will, I believe, be obtained by using all the methods described in due proportion. Let the teacher be on the alert to observe children in all relations, let him jot down his observations. For con-

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\* Prof. J. G. Hume, *The Value of Psychology*, Canada Educational Monthly, Aug.-Sept., 1897.

venience in classification, records should be made upon separate sheets of paper of uniform size. The value of such devices as this to the student is very great. (See above for a description of the Russell method.) Let him test Prof. Barnes' conclusions. In using Dr. Hall's syllabi it would be well to send the results to him. He invites this and would gladly receive them. He believes that in the field of child study as in natural science the ordinary observer can collect facts for the man of science.

How is the teacher to begin? First he should make himself familiar to some extent at least with the literature on the subject. I would recommend three publications: (1) On the observation method, "Child Observations: Imitation and Allied Activities," by the students of the State Normal School at Worcester, Mass. (2) For the deeper reaches of child study there is, I believe, nothing comparable to "The Pedagogical Seminary," a quarterly journal edited by Dr. Hall and published at Clark University. (3) "Studies in Education," by Prof. Earl Barnes, Stanford University, California. As a starting point, I would recommend the work of Prof. Barnes as most immediately helpful.

Some excellent child study manuals have been prepared for the use of teachers. The Child Study Association of Ontario has, I am informed, prepared "a series of questions with blanks for answers bearing upon all phases and stages of the child's development,"\* which is about to be published by the Department of Education. Perhaps this, or a similar manual, might be placed in the hands of our teachers.

In conclusion a word of warning may not be out of place. The teacher must not approach this subject in the wrong spirit. He must not look upon the child as something to be experimented upon; he must not apply the methods of vivisection to the soul of the child. He must beware of making inferences from a small number of observations. He must not think that the only worthy object is to make valuable contributions to science. It may be his privilege to do that, and the more scientific his methods the more practical will be his results. But he will best fill his place as a humble follower in the footsteps of the masters who

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\* Dr. F. Tracy, in a letter to the writer.



have tried to understand the little child, whom the Great Teacher set in the midst to show us how to enter into the kingdom of heaven.

I wish to acknowledge my obligations to correspondents for their courteous replies to my enquiries concerning their work, and to the writers from whom I have received ideas or suggestions. I am under especial obligations to my friend, Mr. Louis N. Wilson, of Clark University. I have also to acknowledge my indebtedness to Dr. J. M. Harper, for valuable suggestions and kindly counsel.

### **Editorial Notes and Comments.**

THE Dominion Educational Association will hold its third annual convention in Halifax, Nova Scotia, from the second to the fifth of August, 1898. This promises to be an event of very great importance in the educational world of Canada, and doubtless our teachers will do their utmost to be present. In speaking of the coming meeting, the *Canada Educational Monthly* says:—"As the time approaches for the Convention of the Dominion Association of Teachers, our teachers are coming to enquire what is being done to complete the arrangements for a successful gathering in Halifax during the summer vacation. There is no more pleasant place for the enjoyment of a summer's recess than the oldest of the cities on the eastern shore line of Canada, and if steps be taken in time by the executive of our National Association of Teachers, there is no reason why a large representation of our teachers should not be brought together in July next to take counsel with their brethren of Nova Scotia, in regard to the great educational problems agitating the world at large, and Canada in particular. The Dominion Association of Teachers is a confessed necessity. Its organization is for the advancement of no individual man's ends, but for the advancement of education in Canada as a whole, for the interchange of educational sympathies among all Canadian teachers, and for the promotion of a common pedagogy from the school-room in the remotest corner in Cape Breton to the school-room about to be opened, let us hope, in the Klondike region. This is a noble work, and the Dominion Association of Teachers will only ennoble itself by engaging in it." The RECORD hopes to be able to give in an early number full information regarding the Convention.

—SPEAKING of the professional training of teachers, Superintendent Skinner, of New York State, recently addressed the following words to the Association of Graduates of the State Normal Schools. He said:—  
“I believe in professionally trained teachers, and I believe in protecting the teacher in his chosen profession.

“Is the educational problem to be used as a political football? If so, God help New York. The state has provided state normal schools, and has said that graduates shall have a diploma that shall entitle them to teach in the public schools without undergoing an examination. Some of the cities in the state have taken advantage of the rule, notably Greater New York. The courts have decided that all public schools are state schools, and therefore the schools of New York should be no exception to the general rule. Any man or woman holding a certificate from a state normal school should be allowed to teach in the schools in New York without undergoing an examination, as well as in the other cities. The state normal schools provide a uniform method that all the examinations in the world cannot do. The professional teacher is the best teacher, and that is what the state normal schools turn out.” This doubtless has reference to Mayor Van Wick’s recently expressed opinion, that only city teachers should be allowed to teach in the schools of New York.

—THE number of women, says the *Journal of Education*, as compared with that of men, employed as teachers in the elementary schools of England and America always strikes a German as one of the chief distinctions between the educational systems of those countries and of his own. In England and Wales there were employed as teachers in public elementary schools in 1896, 68,396 women and 26,547 men. The totals take no account of 28,137 girls and 7,737 boys employed as pupil-teachers. In Prussia, in the same year, there were employed 68,000 men teachers and 6,900 women. Thus in England and Wales there were more than two women for every man employed as adult teachers. In Prussia on the other hand more than eight men were employed for every woman. The percentage of women teachers in the Roman Catholic schools in Prussia is much higher than that in the Protestant schools. In the latter, 5.9 per cent of the teaching staff are women; in the former, more than 25 per cent.



—THE attention of our readers is called to the valuable suggestions contained in the letter by Miss Cole, head-teacher of Barnston Model School. The letter referred to will be found on another page of this number of the RECORD.

### **Current Events.**

As will be seen by a reference to the minutes of the Protestant Committee of the Council of Public Instruction, Mr. William Maclaren, of Huntingdon, has been appointed to the membership of the Committee made vacant by the death of the late Dr. Cameron.

—MCGILL UNIVERSITY has just received another gift from Mr. W. C. McDonald, who has already done so much for the institution. He has given a sum of \$12,500 to form an endowment fund for the department of Architecture and for the purchase of material and necessary apparatus. Speaking of donations to the higher institutions of learning, an exchange stated recently that during the past year the colleges and universities in the United States have received bequests and endowments amounting to \$16,814,000. Nearly one-fourth of this amount was given to the University of California and the rest in larger and smaller amounts to other colleges.

—THE total number of students attending the various classes of McGill College during this session, is one thousand and seventy-three. These are divided as follows among the various faculties: Law, 47; Medicine, 425; Arts, 372; Applied Science, 229; Veterinary Science, 24. Twenty-four students are reported as taking more than one course.

—AT the last meeting of the Protestant Committee of the Council of Public Instruction, the revision of the course of study was discussed. In consequence of the elevation of the course of study at McGill University, it has been found necessary to raise that at the public schools leading up to it, for matriculation and other purposes. It may be found expedient to remove some of the subjects such as writing, book-keeping, drawing, etc., from the list of those coming under the immediate scrutiny of the government board of school examiners, and in this case the examination of pupils in these branches may be left more to the appreciation of the teacher, subject, of course, to the direct inspection of the Inspector of Superior Schools.

—THE first prize in the competition for composition writing opened in November last by the publishers of *Our Times*, Messrs. E. L. Kellogg and Company, of New York, has been awarded to a Quebec girl. The winner of the prize is Miss Emma Lucier, a pupil of St. Ann's Convent, and the subject of her essay was "The Klondike Gold Fields."

—IN a recent number of the *School Moderator*, the statement is made that "in every case where state uniformity of text-books has lowered the price of books it has cheapened the quality of the books. Some states that adopted the plan were loaded with a series of old books that were so far out of date that the companies could not sell them in the open market."

—THE salaries of Long Island City teachers have not been paid since October, and many of the teachers are suffering from lack of money. Before consolidation, the city failed to sell revenue bonds to meet the expenses for the last two months of the year. Some of the salaries were increased by the retiring board, for no apparent reason, and Pres. Bowley says that the school fund this year is not large enough to pay ordinary expenses; much less increased salaries. The finance committee of the board will consult with Comptroller Coler about payment for the past two months.—*School Journal*.

—IT is said that of 12,843 teachers employed in the schools of Massachusetts, 4,803 are normal school graduates. There are ten normal schools in the state, four having just been established, and the old schools, instead of suffering in numbers, have enjoyed an increased attendance.

—TRULY they do things on a grand scale in America. The latest educational proposal is calculated to take away one's breath. It is nothing less than the building of an ideal home for the University of California. The discretion of the designer is to be unfettered. All he is asked to do is "to record his conception for an ideal home for a university, assuming time and resources to be unlimited." Existing buildings are to be swept away, and on a cleared space of ground he is to erect "at least twenty-eight buildings, all mutually related; and, at the same time, cut off, as a whole, from anything which might mar the effects of the picture." The grounds and the buildings are to be treated together, landscape gardening and architecture



forming one composition. Five millions of dollars have already been pledged, and further sums will be forthcoming as the work proceeds.—*Journal of Education*.

—AMONG the latest educational news received from England is the following:—To a deputation which waited on Sir John Gorst at the Educational Department last week he made the following bold statement: “The classes which form the government of this country by no means agree that, as such, education was a good thing, because it unfitted children for the humbler duties of life which were thought necessary for the maintenance of our civilization. Even many of those who were in favour of technical education were not apparently aware of the fact that the best system would be futile without sound elementary education.” He has been strongly objected to for saying that territorial aristocracy is not favourable to intellectual development, and he repeated it because the statement was true of all countries. Even the farmers were opposed to the lengthening of the time spent in school.

### Correspondence, etc.

*To the Editor of the EDUCATIONAL RECORD,*

DEAR SIR,—To-day was our regular monthly visiting day, at the Barnston Heights M. S., and as I have come to the conclusion that visiting day exerts a great and lasting influence in connection with the school, and as I am sorry that it is not regularly observed in all of our model schools, if you will be good enough to allow me some space in our RECORD, I will endeavour to show my fellow-teachers how all-important is the visiting day. I do not by this mean such a day as a certain city school I know, has annually, when a great to-do is made and no true representation of the work shown, but a regular monthly visiting day from which our pupils may derive the largest possible amount of good.

Last September, when I spoke of having a visiting day, my pupils raised their eye-brows in horror. However, the day arrived, and we had twenty visitors. Since that time the number has steadily increased until to-day, when we were pleased to welcome fifty. Let me point out a few of the advantages of visiting day:—1. The community comes to take an active interest in the school and its work.

2. The bonds of unity between the parent and the teacher are strengthened. 3. Pupils acquire the habit of speaking in public. 4. When pupils see that an active interest is taken in them and their progress, they are more anxious to improve and become proud—not vain—of their accomplishments. 5. Visiting day forms a pleasant break in the routine of school life. 6. It prevents the teacher from getting into wearisome ruts.

A few days ago a teacher said to me: "Since I was at your school on visiting day, I have been trying to screw up courage for some such thing in my own school, but have not yet succeeded in so doing. Does it not take up a great deal of your time?" Now, I do hope this is not the feeling most of our teachers have. Surely, we have not to "screw up courage" to receive a visit from a friend. Why talk of "screwing up courage" to receive a visit from the dearest friends of those in whom we have the greatest interest—our pupils.

Then, as to time:—Is it not our aim to send out men and women who, not only are the possessors of knowledge, but who have the ability of imparting this knowledge to others in a clear and orderly manner? Let us remember that, "It is not that which entereth into the mind which educates, but the manner in which it is given utterance to."

On the occasion of our first visiting day, September last, each scholar appeared to consider it quite an ordeal, to rise and reproduce one of Aesop's fables: to-day, after but five visiting days, a debate is regarded with pleasure. If we teachers would but be faithful in discharging our duty in this particular, the awkward, stammering, pitiful country chairman, giving utterance to the very thing he does not wish to say and omitting that which he does wish to say, would in a short time be replaced by a man, self-possessed, and able to collect his thoughts and give utterance to that which is in his mind in an orderly and decent manner, when called upon, without time for previous preparation, to occupy the chair. You may, perhaps, say: "What are we to do visiting day?" Scores of things. So many that I cannot begin to tell them all, though I may enumerate a few:—

1. Singing—an abundance of it—four or five songs each day. Everyone seems to like pretty movement and marching songs, and these will help your pupils to overcome awkwardness.



2. Reciting beautiful poems. Here also use appropriate gestures.
3. Reading the best compositions of the month.
4. Making speeches.
5. Giving the biography of a well-known author.
6. Object lessons on colour, form, flowers, animals—anything.
7. Journeys from a map drawn on the blackboard.
8. Debates.
9. Talks on great cities, great men, etc.
10. Spelling and geography matches.
11. Pretty physical drills.
12. Mental arithmetic.
13. Descriptions.

And so, I might go on forever. It is the easiest thing in the world to please visitors, and make them wish they could be children again. They seem pleased with everything, and one feels more than rewarded for one's pains.

I have some idea how my fellow-teachers feel about visiting day, if they have not been accustomed to it, but let them try it and I know they will pronounce it:

A blessing to the community,  
A blessing to the school,  
A blessing to the pupils individually, and  
A blessing to themselves.

A few evenings ago, when at Mr. C's, I noticed the absence of one of my pupils after tea, and wondered where he was. "Oh," said Mrs. C, he has gone out to the barn to practise his speech for visiting day." The result was that when the day—visiting day—came, Levi favoured us with a fine speech on the Union Jack. By all means have a regular monthly visiting day and let the pupils do the work.

Thanking you, Mr. Editor, for the space you have allowed me, and hoping that what I have said may be of some benefit to my dear fellow-teachers, I am,

Yours, etc.,

K. E. COLE

Barnston Heights, Que.

February, 1898.

—WE have received the following communication from correspondent in the Ottawa valley, and congratulate the

teachers of that district upon their enterprise. Our correspondent says: The teachers of the Ottawa valley are apparently waking up. At present they have two "Teachers' Associations," one at Shawville, called the "Occidental," and one at Hull, called the "Oriental." The latter was organized very recently, and will probably meet alternately at Hull, Aylmer and Buckingham. The teachers of the Hull Model School thought they would take advantage of Dr. Harper's visit to that place and use him as much as they possibly could. A convention of teachers was held in the school-room on Friday evening and on Saturday, 4th and 5th instant. Teachers were present from the outlying districts, and as far down the Ottawa as Buckingham, Thurso and Mossou. The Friday evening meeting was addressed by Dr. Harper, Inspector Gilman and others. On Saturday, addresses upon the teaching of English and Geography in the elementary grades, were delivered by Inspector Gilman, and two papers were read, one upon "Economy in the School-Room," by T. Pollock, principal of Aylmer Academy, and the other upon "The Aim of a True Teacher," by C. Adams, principal of the Model School, Hull. At the close of the afternoon session an association, called the "Oriental," was formed, consisting of the following officers: President, C. Adams, Hull; 1st Vice-President, T. Pollock, B.A., Aylmer; 2nd Vice-President, Miss Loynahan, Ironside; Secretary-Treasurer, Miss M. Scott, Hull; Members of Executive, Mr. Hipp, Buckingham; Miss Whelan, Eardley.

### **Practical Hints and Examination Papers.**

PROBLEMS IN ALGEBRA.—The following test questions are reproduced from the *Canadian Teacher*, in the hope that our teachers may find them of service in testing the quality of the work that is being done by their pupils:—

1. A sum of \$40 is divided among a number of persons; if the number had been increased by one-fourth, each would have received 20 cents less. Find the number of persons.

2. I bought a certain number of eggs at four a penny; I kept one-fifth of them, and sold the rest at three a penny, and gained a penny. How many did I buy?

3. A man at whist wins twice as much as he had to begin



with, and then loses \$16 ; he then loses four-fifths of what remained, and afterwards wins as much as he had at first. How much had he originally, if he leaves off with \$80 ?

4. At an election the majority was 162, which was three-elevenths of the whole number of voters. What was the number of votes on each side ?

5. A person swimming in a stream which runs  $1\frac{1}{2}$  miles an hour, finds that it takes him four times as long to swim a mile up the stream as it does to swim the same distance down. At what rate does he swim ?

6. The denominator of a fraction exceeds the numerator by four ; and if 5 is taken from each, the sum of the reciprocal of the new fraction and four times the original fraction is 5. Find the original fraction.

7. Two persons start at noon from towns 60 miles apart. One walks at the rate of four miles an hour, but stops  $2\frac{1}{2}$  hours on the way ; the other walks at the rate of three miles an hour without stopping. When and where will they meet ?

From the same exchange we take this arithmetical problem, and will give the *Teacher's* solution in the next number of the RECORD.

A man, having a certain sum of money, spent \$2 more than  $\frac{1}{4}$  of it ; then \$2 less than  $\frac{3}{8}$  of the remainder, then \$1 more than  $\frac{2}{3}$  of what still remained ; after which he had left \$3. How much money had he at first ?

ON THE PLAYGROUND.—Good conduct on the playground, and in coming in at recess time, is essential in any school. In our school an excellent plan has been devised to obtain this with our boys. Last fall a large ball was procured. This ball cost fifty-five cents, and is blown up with a key ; but it is not a hard ball. The boys who behaved best were allowed to play ball in their turn. The school yard was divided into two parts by a rope (an old clothes-line), which is taken down after the game. In one half the boys play ball.

Variety is introduced into the games. Our principal, Miss R., suggested the games, and showed the boys how to play. In one kind of game the captains are selected and stationed at a post, and they must keep one foot against the post. The same number play on each side, and are stationed around the grounds. The aim is to get the ball into the captain's hands. This counts one. No kicking, running

or holding of the ball is allowed. If any of these are indulged in by a side, the opposite side scores one. Sometimes squares are drawn, and the men play in those ; two opposite players in each box. Games may be played with the ball where the pupils form a ring. These the boys enjoy. On rainy days use the ball in playing indoor games. Now the boys are going to bring peach baskets, and put them on poles in the yard, to play basket-ball.—*Institute.*

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

Henry D. Sedgwick, jr., contributes an interesting paper on "English as against French Literature," to the March number of the *Atlantic Monthly*. Other articles of especial interest are "England's Economic and Political Crisis," by J. N. Larned, and "The Australian Democracy," by Professor E. L. Godkin. "Penelope's Progress," by Kate Douglas Wiggin, and "Caleb West," F. Hopkinson Smith's delightful novel, are given conclusions worthy of them. This number is an especially readable and instructive number of one of the most readable and instructive periodicals of the day.

The *Ladies' Home Journal* for March contains one disappointment for its readers. We refer to the abrupt conclusion of the charming "Philippa" sketches, occasioned by the death of their author, Alice Wellington Rollins. This feeling of bereavement that comes to us at the loss of "Philippa" is only one instance of the happy choice of material which makes the *Journal* a true companion of the home. And this reminds us that we have also to take leave of the "The Doctor," in the March number. Our only consolation is that we have no doubt that their places will be worthily filled. Lillian Bell's experiences on the English Channel are told in a delightful manner.

The March number of the *Canadian Magazine* contains a most agreeable variety of good literary matter carefully selected. History, fiction and poetry are all well represented. In "British and American Diplomacy affecting Canada," Thomas Hodgins shows what Canada has lost by the several of the treaties between these two powers. There are a num-



ber of good book reviews and comments on passing thought and events.

*Success* is the name of a new periodical which has for its object the encouragement and direction of a healthy ambition in the young. The magazine, which has a decidedly wholesome tone, has achieved quite a success of its own. In the March number are several interesting articles, including "A Photographic Talk with Anthony Hope," and a sketch of the life of John Wanamaker. (Published monthly at one dollar a year, by the Success Company, Cooper Union, New York, U. S. A.)

The *Psychological Review*, in its series of monograph supplements, has recently published one of great interest to the thinking teacher,—“Problems in the Psychology of Reading,” by Dr. J. O. Quantz, of Clark University, Worcester, Mass. This is a most thorough investigation of the psychological side of the exercise of reading, and the author's line of thought is carefully marked out, many of the most interesting points being brought still more clearly to the reader's understanding by means of diagrams. (Published at fifty cents, by the MacMillan Company, 66 Fifth Avenue, New York, and London.)

OFFICIAL HANDBOOK OF THE DOMINION OF CANADA, published by the Government of Canada, is a most valuable compilation of information relating to the land we live in. The volume is handsomely gotten up and contains a great number of beautiful photogravures of the scenes in some of the most interesting parts of Canada. Those portraying the mining regions of British Columbia are among the best we have seen. This handbook cannot but awaken an interest in the Dominion in the minds of all who examine it.

THE PRIDE OF JENNICO, by Agnes and Egerton Castle, and published by the Copp, Clark Company, Toronto, is a story the scene of which is laid in the latter part of the eighteenth century. The plot is not difficult, but is all that is necessary to hold the reader's attention till the end. The book presumes for the most part to be the memoirs of Captain Basil Jennico, the course of whose love for the Princess Marie Ottilie certainly did not run smooth. As for his many adventures on the Continent and in England, we will not forestall the enjoyment of those who have an opportunity of reading for themselves.

DAVID LYALL'S LOVE STORY, by the author of "The Land o' the Leal," and published by the Copp, Clark Company, Toronto, is one of the most charming books relating to Scottish life and character that we have had the pleasure of reading. The pathos of the book is not overdone and stirs one's best feelings without harrowing one's feelings. It consists of a series of sketches of "Scots Folk in London," all revolving about the narrator, David Lyall, whose faithful love for Euphan Wingate gives the title. Robert Wardrop, David's patron, is a fine character, as are others of the *dramatis personæ*. No one will read this tale without feeling the better for it.

ELEMENTARY BOTANY AND SPRING FLORA, by W. A. Kellerman, Ph. D., and published by Eldredge and Brother, Philadelphia, is an excellent school treatise on the subject. Among the features which recommend the book, are, that it is not overburdened with technical terms and so does not strike the student as an unattractive study, and that it gives in comparatively small space an outline of the science of Botany in its present development. The introductory chapter presents important hints and suggestions to both teacher and pupil in regard to objects and method of study. Directions for practical experimental work are given throughout the text, in immediate connection with the paragraphs pertaining to the subjects under consideration. Dr. Kellerman has also prepared an adjustable herbarium, portfolio arranged for the mounting and description of fifty specimens. It is called the "Phyto-Theca," is convenient for use and neat in appearance and is published by Eldredge and Brother.

MANUAL OF ETHICS, by John S. Mackenzie, M.A., and published by the University Correspondence College Press (London: W. B. Clive, Strand, W. C.; New York: Hinds and Noble, 4, Cooper Institute.) This is a third edition of a deservedly popular text book and is included in what is called the *University Tutorial Series*. Though intended primarily for the use of private students preparing for examinations, it is a handbook that will be found valuable by a more general class of readers. It has been accorded a hearty welcome by teachers of philosophy, many of whom have given it high praise for its conciseness, lucidity and other distinctive features.



**Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, February 25th, 1898.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—The Reverend W. I. Shaw, D.D., LL.D., in the chair ; Professor A. W. Kneeland, M.A., B.C.L. ; the Reverend A. T. Love, B.A. ; Herbert B. Ames, Esq., B.A. ; Principal W. Peterson, LL.D. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend Elson I. Rexford, B.A. ; Principal S. P. Robins, LL.D. ; the Honorable Justice Lynch, D.C.L. ; John Whyte, Esq., and James McGregor, Esq.

The Chairman being absent the Reverend Principal Shaw was called upon to preside.

The following resolution was moved by the Honorable Justice Lynch, seconded by Dr. Peterson, and unanimously carried :—“ That this Committee desires to place on record its appreciation of the valuable services rendered to the cause of education in this Province by the late Alexander Cameron, Esq., M.D., who was for many years a member of this Committee, and of the great loss which has been sustained by his death at a relatively early age. That the Secretary be requested to send a copy of this resolution to Mrs. Cameron, with an expression of the deep sympathy of this Committee with her in the great bereavement which has fallen upon her.”

The Secretary read an official announcement of the appointment of Mr. W. S. Maclaren, of Huntingdon, to replace Dr. A. Cameron, deceased, as member of the Council of Public Instruction.

The minutes of the last meeting were read and confirmed.

Regrets were read from Dr. Heneker, Archdeacon Lindsay, Mr. Finley and Mr. Maclaren, who were unable to be present.

Applications from Bryson elementary school, and Valleyfield and Lachine model schools to be ranked as model school and academies respectively, were read. It was

decided to consider these applications at the September meeting after a special report from the Inspector of Superior Schools.

Several applications for diplomas were held over till after a decision by the Government as to the proposed new regulations for the Normal School and the Central Board.

A reply from Dr. Harper to the enquiries of the Committee as to methods of examining the superior education papers was read.

Moved by the Reverend Mr. Love, seconded by Mr. Ames, "That the Quebec members be a sub-committee to arrange for the appointment of examiners for the June examinations in consultation with Dr. Harper and the Secretary, and to report at the May meeting. Dr. Norman, convener."--Carried.

A letter from Mr. J. A. Nicholson, of Westmount, recommending an extension of time for the June examinations, was read.

It was moved by Dean Norman, and seconded by Inspector McGregor, "That the question be referred to the sub-committee now engaged on a revision of the course of study."--Carried.

A letter having been submitted from Messrs. F. E. Grafton & Co., in regard to their inability to obtain copies of Calkin's Geography, it was moved by Mr. H. B. Ames, seconded by the Reverend A. T. Love, "That the action of the Secretary as per his letter of December 21st, 1896, to Messrs. Nelson & Sons, of Edinburgh, in re insufficient supply, of Calkin's elementary Geography, be hereby endorsed, and, inasmuch as the cause of complaint still appears to exist, the Secretary of the Department is hereby instructed to lay this fact before the Messrs. Nelson again with the intimation that unless arrangements can be made by the publishers to keep in stock in Canada with their agent or agents an adequate supply of the book in question, the Committee will be compelled seriously to consider the advisability of striking this geography from the authorized list of text books at the approaching quadrennial revision."--Carried.

The Secretary communicated to the Committee a letter from the Honorable the Provincial Secretary in which the latter said that the arrangements according to which the ap-



appropriations of the Legislature for educational journals were paid would terminate in July, 1898.

Consideration of the question was deferred for further particulars.

Dr. Robins enquired by letter whether the resolution of February, 1897, in regard to professional training and exemption from forty half days of teaching for undergraduates, was intended to apply to Bishop's University only. The Committee decided that it was so limited in its application.

The proposed list prepared by the Department for the distribution of the poor municipality fund for the current year was discussed and duly approved.

The sub-committee on the relations of colleges to the Protestant Committee reported upon their deliberations and recommended that :

1st. In view of the peculiar circumstances of the affiliated colleges, Morrin, Stanstead. and St. Francis—under existing regulations concerning such institutions—the committee on grants be instructed to provide a grant of fifty dollars for each *bona fide* undergraduate who passes the sessional examination of his year in accordance with the requirements of the university and colleges with which they are affiliated.

2nd. That the authorities of the several colleges be now advised (a) that this arrangement is for one year only, and (b) that in view of the proposed legislation concerning superior education grants, the Committee cannot hold out any hope that these grants will be continued.

These recommendations were duly adopted.

Moved by Justice Lynch, seconded by Dr. Robins, and resolved. "That in the opinion of this Committee it is in the interests of university education in this Province, that the university should have the sole and absolute control of all the examinations of students in affiliated colleges, in accordance with the requirements of such university."

Mr. H. B. Ames submitted the report of the sub-committee on distribution of equipment grants, which was adopted in the following form :—

The sub-committee appointed to report upon what should constitute the basis for distribution of the equipment grants, beg leave to report that the following items, made up as indicated, should be the basis for such determination :—

1. Average number of pupils per teacher.. 100

(a) If no teacher in a superior school has more than 35 pupils under his charge, let 100 marks be assigned under this head.

(b) Let a deduction from this maximum be made of one mark for each pupil above 35 in any class.

2. Class of Diplomas..... 100

(a) Let 100 marks be assigned under this head, when all teachers have diplomas of the grade demanded by regulations.

(b) Deduct 25 marks for each teacher employed whose diploma is not of such grade.

(c) Let no marks be assigned when any teacher is employed who has no diploma.

3. Efficiency of the staff..... 100

(a) Let one hundred marks be assigned when the efficiency of every member of the staff is satisfactory.

(b) That proportion of 100 marks assigned to any school, shall be the average of the numbers assigned by the inspector to each member of the staff reported separately, taking 100 marks as the maximum.

4. Salaries of teachers..... 200

(a) Let 200 marks be assigned to each academy in which the salary of the head of the school is not less than \$1,000 per annum, and the sum of the salaries of the two teachers, next in rank, not less than \$600.

(b) Deduct one from 200 for every \$5.00 required to raise the salaries to the above standard.

(c) Let 200 marks be assigned to each model school in which the salary of the head of the school is not less than \$1,000 per annum, and that of the teacher next in rank \$300.

(d) Deduct one mark from 200 for every \$10.00 required to raise the salaries to the above standard for model schools.

5. School-house and furnishings..... 100

(a) Let school-house, furniture and apparatus be grouped under one head with one hundred marks assigned when quite satisfactory, with a proportionate deduction, determined by the inspector, when in any respect these are unsatisfactory.



(b) Assign no marks under this head, when the regulations of the Protestant Committee are not fully complied with.

6. Grounds, &c..... 100

(a) Let grounds, closets and caretaking be grouped under one head with 100 marks assigned when quite satisfactory, with a proportionate deduction, determined by the inspector, when in any respect these are unsatisfactory.

(b) Assign no marks under this head, when the regulations of the Protestant Committee are not fully complied with.

7. Methods and dicipline..... 200

(a) Let 200 marks be given for full efficiency of school work in all points that cannot be determined by the ordinary written examinations, with proportionate deductions by the inspector.

8. Specimens..... 100

(a) Let 100 marks be assigned for specimens when complete and fully satisfactory, with proportionate deductions by the inspector.

9. Recommendations...Total attainable, 1,000

The sub-committee agreed to ask the Committee to take into consideration the question of increasing the equipment grant so determined, at the expense of the bonuses, and of relieving it of the present limitations as to expenditure, when the inspector is satisfied with the equipment of the school.

The report on the revision of the course of study was received and recommitted.

The report of the Inspector of Superior Schools was read. In view of the unfavorable report of the school accommodations in Lennoxville, it was resolved to send an extract to Dr. Heneker with the request that he recommend a course of action to the Committee from his knowledge of the locality and its conditions.

Moved by Professor Kneeland, seconded by Inspector McGregor, "That whereas the heads of model schools have not yet been informed of the passage of the resolution concerning marks of academy grades in model schools, be it resolved (1) that the said regulation be not enforced during the present scholastic year, and (2) that the Secretary be instructed to give notice of the change in the next number of the EDUCATIONAL RECORD."—Carried.

# FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1897.

*Receipts.*

Nov. 25—Balance on hand ..... \$ 2372 56

1897.

*Expenditure.*

Nov. 27—G. W. Parmelee, for cost of printing  
school law and work connected  
therewith ..... \$ 700 00

*Daily Telegraph*, 300 notices of meeting. 4 50

Dec. 3—W. Drysdale & Co., 250 copies of Prin-  
ciple of Agriculture..... 150 00

1898.

Jan. 7—Dr. J. M. Harper, salary \$300, expenses  
school ground inspection \$40 ..... 340 00

G. W. Parmelee, salary..... 62 50

*Morning Chronicle*, printing minutes,  
and abstracts for Inspector of Supe-  
rior Schools..... 32 50

\$1289 50

Balance on hand as per bank book..... 1083 06

\$2372 56

1898.

*Special Account.*

Feb. 2—From City Treasurer of Montreal..... \$1000 00

*Contra.*

Feb. 2—To Dr. S. P. Robins, for McGill Normal  
School.. ..... \$1000 00

Adopted, subject to audit by Chairman.

W. I. S.

The rough minutes having been read, the meeting was  
adjourned to meet on the 6th of May, unless otherwise or-  
dered by the Chairman.

G. W. PARMELEE,  
Secretary.



The RECORD has been delayed purposely this month in order to insert the notice so anxiously expected in some quarters concerning the Central Board of Examiners.

### CENTRAL BOARD, 1898.

The proposed regulations of the Protestant Committee in regard to professional training have now come into force by order in council. We can give to the readers of the RECORD this month only a brief summary of the conditions upon which diplomas are to be granted hereafter, but any interested person will receive a circular of information upon application to G. W. Parmelee, Quebec, P. Q., the Secretary of the Central Board.

As soon as they are printed these circulars will be sent to the school inspectors and to the head teachers of our superior schools.

### ELEMENTARY DIPLOMAS.

Candidates for this diploma must take either a four month's or a nine month's course at McGill Normal School. The examination for admission to the Normal School is to be the second grade academy examination, or such examination as the Central Board may indicate, and will begin on Monday, the 30th day of May next. Those who wish to qualify for entrance to the Normal School should apply to the Secretary before the first day of May, upon forms that will be provided by him. All who pass the examination to the satisfaction of the Central Board may enter the Normal School in September for the long course, or in January next for the short course.

After completion of either course the candidate undergoes an examination upon the work done in the Normal School, and if the examination is satisfactory to the Central Board, an "advanced elementary diploma" is granted to one who has followed the long course, and an "elementary diploma" to one who has taken the short course.

All persons who hold third class diplomas issued last year which promise a second class diploma upon re-examination in one or two subjects, should apply before the first of May, sending the usual fee and certificate of moral character. They will receive their second class diplomas without attendance at the Normal School, if successful at the examination.

## MODEL SCHOOL DIPLOMA.

The examination for admission to the Normal School in order to obtain this diploma begins on the 30th of May and is the third grade academy or A.A. examination.

Persons who already hold elementary school diplomas are exempt from the examination fee and will be liable to examination only in Algebra, Geometry, Latin and French, with such additional subjects as the Central Board may prescribe in particular cases. But satisfactory evidence of having taught successfully for eight months gives exemption from such examination. The course for this diploma extends over nine months beginning on the first of September.

*Academy diplomas* are granted only to graduates in arts who have taken a course and passed satisfactory examinations in education and in practical teaching, under control of the universities or of the McGill Normal School.

*Kindergarten diplomas* are granted by the Normal School to those who, having taken an advanced elementary diploma, take a special course of nine months' duration in the Normal School.

*For any grade* the Protestant Committee may grant through the Central Board of Examiners diplomas to candidates in special cases upon any examination specifically indicated by it.

Fees to be sent with application for examination are two dollars, three dollars, and four dollars, for elementary, model school and academy diplomas, respectively.

**Ages of Candidates.** Those who apply for examination to enter either elementary class in the Normal School must have entered upon the seventeenth year at the time of application.

Similarly, model school candidates must have entered the eighteenth year.

Forms for application and for certificates should be asked for by candidates without delay.

Since the examinations are the ordinary superior school examinations they may be taken in any academy in the province.

The following resolution, passed at the November meeting of the Protestant Committee, was omitted in error from the printed minutes :



Moved by Professor Kneeland, seconded by Mr. Masten, and resolved, That the heads of model schools be informed that henceforth, in determining the grants to such schools, no credit shall be given for marks obtained in grades higher than those legitimately belonging to model schools.

As will be seen by reference to the minutes of the February meeting, effect will not be given to this resolution this year.

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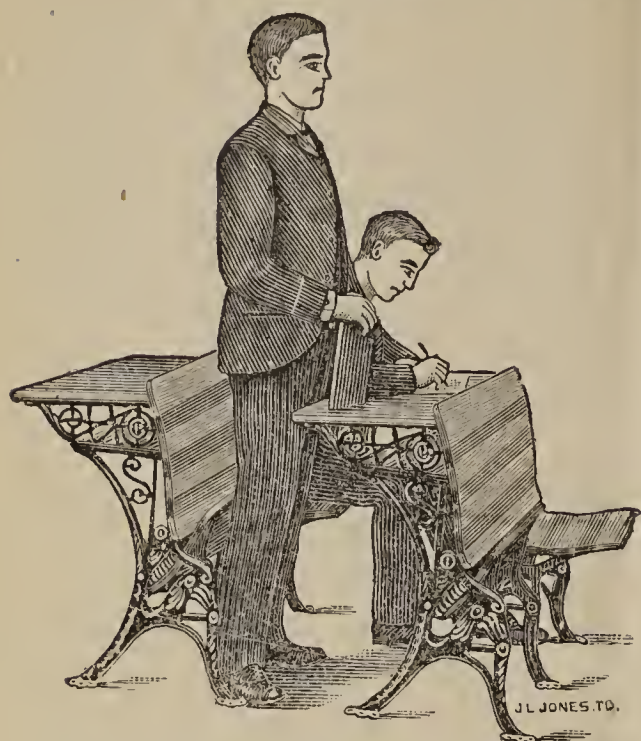
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THE  
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**Articles : Original and Selected.**

**LATIN PRONUNCIATION. \***

BY ROBERT M. HARPER, B.A., LL.M., QUEBEC.

Not so very many years ago, a teacher of the classics dismissed the subject of Latin pronunciation in this way: "Every modern nation," he told his students, "pronounces Latin as it does its own tongue. Thus there are divers methods of pronunciation. This diversity would be inconvenient if Latin were a general medium of verbal intercourse. At one time it was so, and then there prevailed one recognized manner of pronunciation." Since the time, however, when the matter of Latin pronunciation could be thus summarily disposed of, and students were satisfied to use a system of pronunciation analogous to that used in pronouncing their mother-tongue, things have in some measure changed. Since then Latin scholars have evolved, after a great deal of laborious research and comparison, a system of pronunciation which, according to the best classicists, gives us in a more or less perfect degree, the Latin sounds as they were produced by the ancient Romans in using their own language. This new old method of verbal expression, which is called the Roman or Latin method, has been very generally accepted and is being used in an increasing number of our higher institutions of learning.

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\* A paper read before the Annual Convention of the Association of Protestant Teachers, held in Montreal, October, 1897.

Its introduction into the various colleges has, by the reaction of the university on the school through the graduate-teacher, made its acceptance or rejection by the school compulsory on those who have the authority to make selection. As yet this selection lies with the teacher. The powers that be have made no pronouncement on the matter other than indirectly through the authorized textbooks. Of these, the ones which advocate the Roman method of pronunciation, like Collar and Daniell's, also provide for the English method. In other words, still another minor problem has been created for the teacher to solve: "What method of Latin pronunciation shall be used in the schools?"

In opening the discussion of this question, I think I may safely predict that it will be limited to an examination of the respective worths of the English and the Latin or Roman methods of pronunciation. The other systems we sometimes hear spoken of, like the Continental and the Italian, will hardly enter into competition with these two; and hence the question we have before us may be put anew and in this form: "Should the Roman or the English method of Latin pronunciation be used in our schools?"

The best solution of the problem will, I think, be found in the answer to this other question, "Why does Latin form a part of the ordinary school curriculum?" I use the term "school curriculum" advisedly, for we should, in approaching this matter, differentiate between the school and the university.

Is Latin taught in our schools because it is an excellent "discipline" study? because it is, as someone has said, a "perfect" language? because it makes smooth the rough places for the pupil struggling with the intricacies of English grammar? because it is the key to some of the richest treasures in the world's literature? because it gives an introduction to professional studies and is a valuable aid in mastering their technicalities? To each of these the answer must be, yes—with a limitation. These are all good reasons for the retention of Latin as an important part of the well-conceived course of study; but they do not indicate the real, the all-important end to be attained by the study of Latin. It is because of the influence it exerted on the development of English as a language; it is because a knowledge of it conduces, or perhaps is essential,



to a thorough and accurate knowledge of our mother-tongue, that we plead for its continuance on the curriculum, and should be, one and all, sorry to see any determined movement on the part of a modern language to oust it from its lawful place. "If," as the teacher of Latin already referred to has said, "you are familiar with the two elements of English (the Saxon and the Latin) you possess the means of knowing and writing English." This idea has been developed by Dr. Harris in an article published in one of his more recent reports, where he draws attention to the value of Latin as a school study, as furnishing "the root words to that part of our vocabulary which is more especially the language of thought and reflection." "Hence," he says, "it happens that even a little study of Latin makes a great difference in the grasp of the mind as regards generalization and principles. Without Latin the trope and metaphor underlying the abstract terms necessary to express all elevated sentiment or thought in English, and more specifically all scientific results, is not perceived nor felt. Such trope or metaphor is the basis of abstract terms, and hence the latter have been called 'fossil poetry.' To gain command of the resources of a language one must revivify this poetic element, must acquire a feeling of the trope and metaphor which it contains."

Not only this, but Latin embodied as it is in the English language, is as much the medium of intercourse between learned and cultured men *now*, as it was when scholars and courtiers used the language of ancient Rome to express their ideas and opinions. You have all heard the wail, "Oh, Latin is a dead language, and I don't see why my boy or girl should be asked to learn it." There is an element of truth—a very small element of truth—in the statement that Latin is a "dead" language. As a self-contained, self-sustaining means of thought-expression, it is now practically "dead;" but at the same time, and in an important sense, it is very much alive. It lives in our own language and makes its vigorous transmitted life apparent in every sentence we utter. A little inspection will reveal the fact that a very large proportion of the words used in everyday conversation are of Latin origin, and the proportion becomes greater as the conversation becomes more cultured. What I have just tried to make

plain is very well set out in this quotation from an article published in the report of the United States Commissioner of Education for 1892-93: •

“I would have children at the age of ten or eleven years commence the study of that language which, in the fields of persuasion and philosophy, of literature and law, is so largely the progenitor of the English—the incomparable Latin. This is the international arsenal out of which men in all ages have taken the weapons of words, with which they have fought the battles of all genuine culture. Latin is the carboniferous age in its relation to modern thought. We heat our firesides now by the consumed and adapted sunlight of Paleozoic times, so the light of modern literature and law comes from the intellectual sunlight that warmed the souls of the great masters of Greece and Rome. Side by side in daily study the two languages should be pursued, the Latin constantly illuminating the English, and making the study of our native tongue more and more a delight, therefore more and more fascinating; and as an inevitable sequence, more and more profitable.

“It cannot be controverted that Latin, as some one has recently written, is the most valuable and loyal handmaid in securing that accurate and discriminating use of the English language which is the sign and seal of the educated and cultured. I therefore deprecate the force and fervour of that movement, now gathering strength, which will permit some modern language to usurp the place which rightly belongs to Latin, and for which there is no adequate alternative.”

I may have laid myself open to the charge of evading the real question at issue, in what I have so far said, but I think I can justify myself, for in the answer I have tried to give to the question, “Why has Latin a place in the school curriculum?” lies the solution of the other problem, namely, the selection of a method of Latin pronunciation.

If we teach Latin on account of its influence on the development of our own language and because it is of incalculable value to the child in getting a thorough working mastery of his mother-tongue, then it is not hard to see which method of pronunciation is best adapted to the object in view. The Roman method is no doubt interesting—to the scholar, to the antiquarian, to the enthusiastic searcher after historical truth; and we owe a debt of



gratitude to the men whose diligent labours have thus restored to us the pronunciation of the ancients. But will this improved method of sounding vowels and consonants in a way strange to English ears be of any assistance to us in making Latin the "handmaid" of English?

Even if it be not true that the approach to the true pronunciation of Latin furnished by the Roman method is "so far away that were Cicero—I beg his pardon—were Kikero to come to life again and hear some of us at this *near* pronunciation, he would either not be able to understand us or immediately die of an apoplexy of chagrin or laughter;" that the introduction of the Roman method into our schools would and could have no other effect than to uselessly disturb the existing condition of things; that there is an evident lack of internal uniformity in the pronunciation which results from an adoption of this method; that there is something in the rumour that some of the advocates of the Roman pronunciation have now an inclination to recede from the stand taken so confidently by them a few years ago; even if these things be *not* true, there is a better argument than is to be found in any of them against the use of the Roman method of pronunciation in our schools. It is this: Will it help us to make the most educational capital possible out of the analogies between the two languages—Latin and English? Will the person who hears the English word *Ciceronian* understand its significance as well if he has been taught that the Roman orator was called *Kikero*, as he would if, like most of us here, he knew of him as Cicero? Will he as readily grasp the meaning of the expression, "So-and-so is a very Cræsus" if he has never heard of the Lydian king except as *Kroisoos*? Or take almost any word derived from the Latin. For instance, will the child who is acquainted with the Latin noun *vigil* or the one who has only heard of *wiggle* get the better conception of the English word *vigil*, or the more readily understand the poet when he says, "So they in heaven their odes and *vigils* tuned"?

My examples may not be the best that might have been used to illustrate my meaning; but I think they will suffice to show that in selecting our method of Latin pronunciation we should, if we understand aright why we teach Latin at all, choose that one which gives the greatest

possible help to the student in tracing the shades of meaning of the words he uses, and throws the fewest possible obstacles in the way of his seeing, with as little effort as may be, the "trope and metaphor" just mentioned. As that is what the English method does for the student, we should do our best to foster its adoption—or, I should rather say, its perpetuation—in all our schools. It should be used in the school even though the Roman method be universally adopted by the college.

As I have already hinted, a distinction is to be made in discussing this matter, between the university and the school. The education of the individual, taking it from its earliest stage, is, in a sense, a process of selection or contraction, going from the *general*, as embodied in the all-embracing (sometimes too much embracing) common school curriculum, to the *special*, when the faculties are to a great extent turned in one direction, that is, towards the particular calling or profession. In this peculiar sense, we may regard matriculation as one of these contractions. Not all of those who attend our schools purpose following an academic college course, just as not all of those who take such a course purpose preparing themselves for one and the same profession. So not all of our pupils are going to make a special study of Latin as a language unit; but all of them, without exception, are going to feel the benefit, unconsciously it may be, of their Latin studies reflected in their increased and more intimate knowledge of their own language. This is my reason for saying that even though the university adopts the Roman pronunciation, the school should adhere to the English method.

But, you will say, this is a strange way to plead for uniformity, to set the school against the college, and I confess there seems some reason for the remark. You will bear in mind, however, that any uniformity we may have must not be obtained at the expense of the child's best interests; and besides, that we are not so anxious for an international uniformity or even a national uniformity of Latin pronunciation, as a *school uniformity*. And if the benefit to be derived by the student from the use of the English method of pronunciation is greater than can be derived from the adoption of the other; if his mastery of his own language is facilitated thereby; then let the *school uniformity* be along the lines I have indicated.



### Editorial Notes and Comments.

THE authorities of McGill University have issued a circular giving supplementary information concerning first year entrance exhibitions, the examinations for which will be held next September. There will be twenty exhibitions in all, ranging in value from sixty dollars to two hundred dollars each. Two are open to men only, and three to women only, the rest being open to all. Twelve exhibitions of sixty dollars each are open for competition to residents of any part of Canada except the Island of Montreal. Full information regarding subjects of examination, etc., may be had on application to the Secretary of the University.

—THE *Montreal Witness* draws attention to the fact that Canada has as yet no accepted national song; and proposes to encourage the production of such a song by means of a competition, the terms of which will be gladly sent on application. The *Witness* says: We doubt if a national song can be produced by the method we propose, but we know of no other. Poets sing because they must, and it is their most spontaneous notes that trill the sweetest. Of a good song it might almost be said, *Nascitur non fit*—it is born, not made—so utterly artless is it. The anthem, “God Save the Queen,” which holds its own above all others for Britain, was not the deliberate effort of a genius; it is an evolution of history. We doubt if a literary critic would ever have given a prize to either it or “Yankee Doodle.” Hinting thus what are the conquering qualities in a song, we propose to offer a prize for the best Canadian patriotic song sent us before the first of May. We shall put no trammels upon its construction, but we may say that eight stanzas would probably kill the best song. It is not necessary to go over the rose, thistle and shamrock, nor to mention our mountains, mines, prairies, rivers, farms and cities. This line has been followed so often with unsucess that he will need to have a peculiarly delicate touch who seeks it again.

—“WHILE without doubt,” says the *Teacher*, “the standards of the profession of teaching are advancing and the teacher occupies daily a more important place in public estimation than ever before, yet there is no question but that there is a lurking popular contempt for the teacher. The cause of this is in part due to the fact that grown-up

people, as a rule, remember most distinctly those features of their school days in which their teachers played an undignified role. The devotion, the self-sacrifice, made by teachers are not appreciated, because children do not note these things, although they will always remember the occasions when their teachers behaved foolishly, unjustly or with lack of dignity. This being the case, it becomes all the more important for teachers as a class to conquer the good opinion of grown-up people, no less than to win the affection and respect of children. Yet how little systematic effort is made by teachers to reach, impress and conciliate the public, that can scarcely veil the contempt which it feels for the profession of teaching. A good many teachers are lumpish individuals, who never subscribe to an educational journal, nor belong to any educational association, because they cannot see that it pays dollar for dollar. A still larger class, however, while doing their full duty in this direction, utterly fail to appreciate the fact that there is a vast social life outside the profession, and that it is a duty to mix with it, to share in it, quite as much as it is to read about it. The club life, the literary and social life of a big city or town will show that the teacher participates in them but to a slight extent. And yet teachers should be leaders in their communities. They can be leaders if they will."

—THE New York *World* asks editorially, "Who is the 'dull boy'?" and answers: "To the Greek professor he is the boy who cannot learn Greek. To the professor of mathematics he is the boy who cannot learn calculus. To the whole literary or classical faculty he is the poor fool whose brain will only absorb facts of physics and chemistry. To the witty man he is that awful creature who sits solemn over the latest joke or epigram. To the serious man he is the laughing jackass who persists in treating life as a comedy. In brief, the 'dull boy' is the square peg whom somebody is trying to fit into a round hole."—*Exchange*.

—ONE of the excuses sometimes offered for the use of words which are either slang, pure and simple, or border upon it, is their expressiveness. Perhaps that is why the editor of one of our educational exchanges exhorts his readers to "Slick up the school yards." It is such practical and valuable advice, to which there really seems to be nothing to add, that we feel tempted to repeat the expression used by our confrère. In any case, see that the school



premises are cleaned and tidied just as soon as possible. Don't wait till the summer holidays begin.

### Current Events.

FROM the twenty-seventh annual report of the Mackay Institution for Protestant Deaf-Mutes and the Blind, Montreal, it appears that the institution has had another successful year. There were sixty-one pupils in attendance, thirty-seven of whom were boys. Five of these were in the department for the education of the blind, who were taught reading, spelling, writing, geography, arithmetic and history, and instrumental and vocal music. The examiners in their report expressed themselves well pleased with the result of their inquiries. They were particularly struck with the good handwriting and correct spelling of the pupils, attainments which pupils of other schools often fail to reach. In the class for the blind, the reading of the pupils in raised lettered books was done with considerable ease and fluency; difficult sums in arithmetic were correctly worked on a device which is as ingenious as it is simple. Music also receives attention in this department, one of the pupils being able to read music copied by himself with a machine devised for that purpose.

—ONE who was long engaged in teaching in this province has just passed away in the person of the late Professor Darey. Pierre Jacques Darey was born in France over seventy years ago, and since coming to this country taught French in the McGill Normal School, becoming subsequently in 1860, professor of that language in McGill University. He retired from active work in 1895 and died in Ottawa where he had been residing for some time.

—AT a recent meeting of the Executive Committee of the Corporation of Dunham Ladies' College, a very satisfactory financial report for the Michaelmas and Christmas terms was presented. The lady principal's report was also approved of. At his last visit of inspection, Dr. Harper expressed himself as being very favourably impressed with the progress that was being made by the institution. The closing exercises in connection with the college will take place on the 9th of June next.

—THE new superintendent of the school system of Greater New York, one of the greatest school systems in the world, is Dr. William H. Maxwell, who was elected to the position on March 14th. He will have the supervision of eight thousand teachers and nearly half a million pupils, and will receive a salary of eight thousand dollars a year. Dr. Maxwell was born near Stewartstown, County Tyrone, Ireland, in 1852. His father was a Presbyterian minister. He entered Queen's University in 1869 and received the degree of M.A., in 1874. From 1872 to 1874 Dr. Maxwell taught in the Victoria College for women in Belfast and also in the Royal institution. In 1874 he came to America and entered the field of journalism, eventually becoming managing editor of the *Brooklyn Times*. In 1880 and 1881 Dr. Maxwell taught school and delivered lectures in the evening high schools of Brooklyn, and in 1882 he was elected associate Superintendent of Public Instruction. His term expired in 1887, but the next year he was appointed Superintendent, which place he has retained until the present time. He is an advocate of the higher education, the kindergarten system and manual training. Dr. Maxwell introduced some years ago in the New York State Council of Superintendents a resolution which led to the introduction in the legislature of the bill once vetoed by Governor Hill and once by Governor Flower and finally signed by Governor Morton which requires that all teachers licensed or appointed in the elementary schools of the cities of New York State must have been graduated from a high school and from a school for the professional training of teachers or from institutions of equal or higher rank.

—THE Scotch universities are seriously declining in the number of students. Since 1892 there has been a decrease of over one thousand. The increasing rigour of examinations, and the growth of medical schools in England, may account for this fact, which is more to the credit of Scotland's universities than to their discredit.—*Exchange*.

—THE state superintendent of California has made the statement that there are at the present time 1,200 certificated teachers unable to secure positions. Instances are by no means rare in which from fifty to one hundred teachers applied for a single position.



—THE annual report of the school committee of Boston for 1897 shows the following facts. The number of school children between the ages of five and fifteen was 81,947 ; of these 61,850 attended public schools and 12,272 attended private schools. The number of regular schools was 658 ; special, 20. Regular teachers, 1,681 ; special, 229. The cost per pupil, \$26.07, being twenty-eight cents more than last year.

## **Practical Hints and Examination Papers.**

### **THE LITERARY OBLIGATION OF THE TEACHER OF ENGLISH.**

BY FREDERICK WILLIAM COBURN.

If the results of composition work in the secondary schools are unsatisfactory, the non-professional character of the teaching may probably be assigned as one of the chief causes. A person chosen to teach music is ordinarily supposed to be able to play and sing better than a mere amateur. A teacher of drawing, who gave up all his spare time to admiration of the work of other men, never himself essaying to make pictures, would not be on the road to greatest success. The best results in imparting the principles of any art are obtained by the man who is himself master of the art. The mere critic, whatever the sweep of his mental horizon, cannot teach action so effectively as can the man of action.

The application of the generalization to English composition is easy. In the majority of our schools composition is taught by amateurs—professional teachers, if you like, but amateur literary craftsmen. Somebody has remarked that in the traditional American college the professor of English was invariably a gentleman who had never written ten lines that any one would read twice. The modern university has got away from that ; its English department is apt to be a hotbed of literary production. The idea, however, is only now beginning to make itself felt in the lower schools, that the teacher to make pupils write is a person who writes.

The success of the English department at Harvard ought to be a constant inspiration to every secondary school in the country. Every freshman there comes to feel that he

is in the hands of professionals, of men whose business in life is to write. They give him the benefit of the experience that has led to their advancement. Whether or not he is to make literature his profession matters little ; he is given an insight into the workings of a great trade. Composition becomes to him a serious art ; in the preparatory school it was, according to his temperament, a grind or an amusement.

Young boys, as well as college students, love the professional flavour. The fact that their teacher writes, and gets paid for it, inspires confidence in him, and in his precepts. The spirit of emulation is aroused. These linguistic quibbles about *shall and will*, the *cleft infinitive*, and the rest no longer seem small ; they represent part of the literary equipment of the young writer who would get into print.

This consideration alone, that of the outward respect in which he is held, ought to keep the teacher of English at work. Far more important, however, than the attitude of the community without is the effect upon the man within, of an art seriously pursued. It is the struggle to express that avails. Only by the teacher who is himself at constant warfare with his medium, constantly forcing it to follow his dictation, can most ready help be given to the struggling student. If one builds up for one's self a consistent theory of style ; if one learns actually to draw in language ; if one learns to take one's art very seriously, one's self a little less so, then there is a certainty that one will be taken with a little seriousness by the young people at school.—*School Journal*.

STORIES FOR REPRODUCTION.—The following stories will interest the children and will be found valuable in connection with the class in composition :—

(I.) Two gentlemen were out shooting on a very hot day. They had with them a fine retriever dog. Towards the middle of the day they rested, and then went away, leaving their hats at the place where they had been sitting. In a short time they sent the dog back for the hats. They were too big to carry together, and for some time the dog seemed puzzled what to do. At last with its paw it pushed one hat inside the other, and then, taking up the two, trotted off to its master. On reaching him it laid down its burden and wagged its tail, evidently expecting to be praised for its cleverness.



(II.) A blind man met a lame man in a very bad piece of road, and asked to be helped out of it.

"How can I help you," said the lame man, "since I can scarcely drag myself along. I am lame, and you look very strong."

"I am strong," said the blind man, "I could go if I could see my way."

"Oh, then, we may help one another," said the lame man. "If you will take me on your shoulders I will be eyes for you and you can be feet for me."

"With all my heart," said the blind man. So taking the lame man upon his shoulders they travelled onward safely and pleasantly.

(III.) Once upon a time the elephant was a great favourite with the lion. All the beasts in the forest began to talk about it and wonder what reason the lion had for taking such a fancy to the elephant. "It is no beauty; it is not amusing, and it has no manners," they said to each other.

"If it had such a bushy tail as mine," said the fox, "it would not be so strange."

"Or if it had such claws as mine," said the bear. "But it has no claws at all."

"Perhaps it is the tusks, which the lion has mistaken for horns," said the ox.

"Is it possible," said the donkey, shaking its ears, "that you don't know why the elephant is so well liked? Why, I have known all the time. It is because it has such long ears."

A DIFFICULT PROBLEM.—Mr. A. H. Craig, of Mukwanago, Wis., U.S.A., writes as follows to the *School Journal*: When I was a lad of sixteen, I found in "Adams' Arithmetic" the following problem, which I offer to you for solution:—

Where shall a pole 120 feet high be broken so that the top may rest on the ground 40 feet from the base? Answer,  $53\frac{1}{2}$  feet.

This problem has repeatedly been declared by teachers and teachers' institutes impossible of solution by any clearly expressed form of arithmetic, and only an algebraic example.

Some years ago I put it in "Craig's Common School Question Book," and teachers from almost every state in the Union wrote to me for a solution, which I could not

give. During the summer of 1894, while Profs. Schuster, Hodges, and Kilpatrick were holding a summer school at Oconomowoc, Wis., I was invited to be present at various times. One day, while hearing a class in arithmetic, this example was presented to me for solution. As I was superintendent of schools at the time, I was somewhat embarrassed by not being able to comply, but was relieved by the united statement of the professors that it was one of the impossibilities.

I went home, determined to give it one more try. I did try. I got a principle evolved, and sat up until four o'clock in the morning to get it out. The next night I discovered a simple process of demonstration, and I can assure you that the problem can be solved and explained without any knowledge of algebra.

I now offer you an opportunity to test your mental powers. If there is any point you do not fully understand, write me, and I will try and make it plain; but, my dear teacher, do not forget a stamp, as replies would be expensive to me. Again I assure you the problem is all right, and is easy of solution if you tap it in the right place. It is not a catch in any way, but just as I have explained. Give it to your advanced pupils. It will be good practice, even if they fail to get satisfaction by their own efforts. When you get the solution, copy it somewhere, for it is easily lost. I should be pleased to receive solutions.

How many readers of the RECORD can solve it?

SOLUTION.—The following is the solution of the arithmetical problem in the March RECORD, as given by the *Canadian Teacher* :—

Commencing at the end and working backward, we get this solution.

If the man spent \$1 more than  $\frac{2}{3}$  of what still remained, he necessarily must have left \$1 less than  $\frac{1}{3}$  of what still remained.

$\therefore$  \$1 less than  $\frac{1}{3}$  of what still remained is \$3.

Or  $\frac{1}{3}$  of what still remained is \$ 4

or  $\frac{2}{3}$  " " " " " 12.

Next, if he spent \$2 less than  $\frac{3}{8}$  of the remainder, he necessarily must have left \$2 more than  $\frac{5}{8}$  of the remainder.

$\therefore$  \$2 more than  $\frac{5}{8}$  of the remainder is \$12.

Or  $\frac{5}{8}$  of the remainder is \$10

or  $\frac{3}{8}$  " " " " 16.



Again, if he spent \$2 more than  $\frac{1}{4}$  of his money, he necessarily must have left \$2 less than  $\frac{3}{4}$  of his money.

$\therefore$  \$2 less than  $\frac{3}{4}$  of his money is \$16.

Or  $\frac{3}{4}$  of his money is \$18

or  $\frac{4}{4}$  " " " " 24. Answer.

MAP DRAWING—Map drawing is a device for training pupils to see or to read maps. The first question for the teacher is this: What should a pupil be led to see in a map? The second question is: How should he be led to see?

First. Pupils should know the general shape of a continent; the general directions of the coastlines; the great peninsulas and arms of the sea that affect the climate of large natural regions; important commercial bays and harbors. They need not know the details of coastlines, which exert little if any influence over the life of the continent.

Finely finished maps, showing hundreds of details which are worse than worthless in the mind,—simply clogging the memory or crowding out the broader and more useful knowledge of general features,—might look pretty if they did not serve to remind us of a great waste of time and energy. Pupils should be trained to draw carefully such parts of a map as are worth remembering.

The following account of actual lessons may suggest a plan for teaching map drawing. (Pupils may work at the blackboard. If there is not enough blackboard room for the entire class, part can draw on paper.)

FIRST LESSON. *Teacher*.—"Turn to the map of North America. Draw a straight line showing the general direction of the northern coast."

"Look closely at the map and then at your line. Can you do better? Try again."

This work was repeated till the pupils could readily draw the line in the proper position.

*Teacher*.—"Draw a line showing the general direction of the east coast." This line was drawn again and again, till fixed in mind; then the pupils learned to draw a line for the west coast. No attempt was made to connect the three lines.

*Teacher*.—"Which is the longest line?"

*Pupil*.—"The west line is the longest."

*Teacher*.—"How do the north and east coast compare in length?"

*Pupil*.—"They are about equal."

*Teacher.*—"Now draw the three lines together, showing the general directions of the coasts."

"Compare with the map and try again." "Try once more." So the work went on till the pupils could readily indicate the general shape of the continent.

SECOND LESSON. *Teacher.*—"Study the map and then draw the general shape of North America, using three straight lines." (This was repeated three times in order to fix the shape in mind.)

"Now draw the northern coastline, as it appears on the map. Compare with the map and try to improve your drawing. Draw the north coast again."

"Practise drawing the east coast till you can draw it from memory."

"Draw the north and east coasts together."

THIRD LESSON. *Teacher* (after a review of lesson 2).—"Practise drawing the west coast. Study the map each time you draw."

"Now draw the entire coastline of the continent. Compare carefully with the map and draw again. Repeat till you can draw it from memory."

In teaching map drawing, no construction lines are needed except such as pupils *discover* in the relative directions of coastlines. These directions may easily be judged. The effort to discover and draw tends to fix the lines in memory.

The above lessons on North America will serve to illustrate one plan of training pupils to draw the outlines of the continents. The general shapes of South America and Africa can be shown by three lines. Australia is so simple that pupils can sketch it off-hand, without first indicating the general directions by straight lines. Europe and Asia may each call for four lines, though three serve very well.

The value in this work is in leading the pupils to *discover* for themselves the general directions of the coastlines.

If the class is to use the device of sand modelling, the mountains and streams can be shown on the raised sand maps and need not be taught by drawing; but if the sand table is not to be used, the pupils should draw the rivers and mountains. The *guide maps* on pages 178—80 of Frye's *Complete Geography* suggest the amount of details that a class may reasonably be expected to memorize.



These guide maps are based on several principles, among which are these: (1) The coastlines show the chief indentations and projections which affect the climate of large regions. (2) The rivers on the maps show where the principal slopes of the river basins meet. (3) The mountain ranges are those which form the chief divides between the large river basins. *Frye's Teachers' Geography Manual.* Ginn & Co.

HAND BELLS.—Hand bells in this glorious year of 1898! I fear, alas, that they have not all found a resting place in some secluded corner. Show me a teacher who uses a bell and I will tell you the spirit of her discipline. It is harsh and cold, the "demanding order" kind which in reality is no discipline at all.

On going into a room not long ago at the noon intermission, the teacher was found at her desk vainly trying to do some work amid the constant noise of unrestrained voices. At frequent intervals she would give not a gentle tap on the bell. The talking would cease about as long as the vibrations of the bell lasted, then would become louder than before. Growing discouraged in trying to relate to me some incident of the morning, with a scowl upon her face and fire in her eye, she rang the bell three or four times with a vim, and the children were sent out doors to stay until they could come in and be "quiet."

Was there anything in the clang of that bell to inspire quiet? Do you think that those children had been kindly and earnestly advised about being quiet when in the room and of the reasons for their being so?

Every teacher should have advanced with the times sufficiently to have relegated her bell to some dark corner in her cupboard. There is something radically wrong if at any time the noise in a room becomes so loud as to make an ordinary voice unheard. A teacher's gentle, earnest "A little more quiet, please", will prove much more effective, quieting and restful than the jarring sounds of a bell.—*School Education.*

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Atlantic Monthly* for April has an article of special educational value "On The Teaching of English," by

Mark H. Liddell. Among the other contents are "Shall we still Read Greek Tragedy?" by Thomas D. Wright Goodell; "Personal Impressions of Björnson and Ibsen." by W. H. Schofield; the continuation of Gilbert Parker's "The Battle of the Strong" and the Contributors' Club.

The *Canadian Magazine* gives its readers a special Easter number for April. The matter contained in it is as varied as it is good. There are several Easter stories and poems and illustrated articles, two of the latter being on Art.

The April *Ladies' Home Journal* contains the beginning of Julia Magruder's new novel, called "A Heaven-Kissing Hill." It promises to be a most interesting story. Mrs. Alice Barber Stephen's full page Easter picture is another feature of the number. There are also four special pages devoted to flowers and home gardening.

The *Hesperian* for April-June shows no falling off in the crispness which characterizes Dr. DeMenil's western quarterly. Number 17 contains plenty of good matter and the editor's criticisms are as sharp as usual.

GREEN'S GREEK-ENGLISH LEXICON TO THE NEW TESTAMENT. Of this work it is hardly possible to speak in terms too laudatory. Small in compass, beautifully printed in clear and legible type, a perfect marvel, at the same time, of cheapness, since it costs only thirty-five cents, it yet contains every word found in the Greek New Testament, together with a supplement presenting additional words and forms to be found in one or other of the Greek texts in current use. Being virtually a revised and enlarged edition of the lexicon prepared for the Bagster's, by Greenfield, of British and Foreign Bible Society fame, its accuracy is guaranteed. Critical students of the New Testament will, of course, resort to the great lexicons of Robinson or Thayer, by the latter of whom the supplement of the work before us has been prepared. But, for the purposes of the ordinary student, this little volume will be found amply sufficient. The publisher, H. L. Hastings, 47, Cornhill, Boston, has conferred a boon upon all lovers of sacred literature.

### Official Department.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 21st of February last (1898), to make the following appointments, to wit:



*School Commissioners.*

Bonaventure, Saint Etienne de New Carlisle.—Revd. Mr. Timothée Eugène Martin, to replace the Revd. J. Alphonse Belles-Isles, absent from the municipality.

Dorchester, Sainte Rose de Watford.—Mr. Joseph Lamontagne, to replace Mr. Joseph Gagnon, absent from the municipality.

Gaspé, Manche d'Epée.—Revd. Elzéar Roy, to replace the Revd. J. Perron, who has left the municipality.

Rimouski, Saint Marcellin.—Mr. Pierre Bouillon, to replace Mr. Pierre Tremblay, whose term of office has expired.

*School Trustees.*

Terrebonne, Sainte Thérèse.—Mr. Alexander Miller, continued in office, his term having expired; and Mr. James Lockhead, to replace Mr. Thomas Caughtry.

4th March.—To appoint the Revd. Mr. L. C. Tremblay, priest, school commissioner for the municipality of Saint Philippe de Néri, county of Kamouraska, to replace the Revd. Mr. A. Boissinot, who has left the municipality.

11th March.—To appoint Mr. Joseph Thibault, school trustee for the dissenting schools of the village of Saint André, county of Argenteuil, to replace Mr. Charles Langevin, absent.

12th March.—To appoint Mr. J.-Baptiste Provost, school commissioner for the school municipality of La Présentation, county of Saint Hyacinth, to replace Mr. Henri Larivière, who has left the municipality.

1st April.—To appoint Mr. Napoléon Beaulne, school commissioner for the school municipality of "Côte Saint Joachim," county of Two Mountains, to replace Mr. François Baulne, deceased.

5th April.—To appoint Messrs. Hugh Downey, Thomas Costello, Joseph Bertrand, Charles Boisvert and Olivier Dufault, school commissioners for the municipality of Aberdeen, county of Pontiac.

6th April.—To appoint Mr. Napoléon Morelle, school commissioner for the municipality of Saint André, county of Bagot, to replace Mr. Salomon Lambert, absent.

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**Articles : Original and Selected.**

**SCHOOLHOUSE CONSTRUCTION.**

BY A. H. KIRCHNER, ARCHITECT, ST. LOUIS, MO.

To secure a perfect sanitary, useful, convenient, practical, and lastly, ornamental success in school building, deserves the serious attention of every right-minded architect and every public-spirited man connected with the school system.

The first move is the selection of a lot for the building. No sooner does the public find out that a lot is to be selected for this purpose than every real estate agent in town, every owner of a lot—good, bad, or indifferent—begins a wild scramble to make a deal. Each member is besieged by every friend or relative he ever possessed, until he finds himself, unless a man of rare discretion and judgment, confused and sometimes even forced to favour some sink-hole unfit for any building purpose, let alone a school.

The lot should by all means be high, for proper drainage ; the neighbourhood should be moral ; it should be free from proximity to noisy manufacturing interests, from the dangers of steam and electric cars, from disease-breeding dairies and stagnant ponds.

It should be located on properly finished streets, and should be built in the centre of a spacious lot, leaving room thereby for trees and other attractive improvements. The first floor of the school building should be at least five feet

above the terraced lot, and the terrace of said lot should be not more than three feet above the street level. All basements or cellars should have the walls of stone, since it is impervious to water and less liable to disintegrate. The stone-work should extend above the soil.

If the entire building cannot be fireproof, it is an essential feature to have at least the corridors so built. All exterior sheet metal work should be copper, on account of its permanency.

School buildings should have one central entrance in front, designed with some thought of its attractiveness, as it adds to the general appearance of the whole. Its characteristic features ought to distinguish it from a jail or an asylum for idiots. This entrance should lead to a main corridor running the entire length of the building, and thus divide the class-room on each floor into groups of two or four rooms on each side of the corridor.

Side entrances should be provided, one on each side of the building—one for boys and one for girls—connecting with the main corridor and connecting immediately with the stairways, one on each side of the main corridor.

Corridors should be very wide—not less than twenty feet—giving an opportunity for wardrobe screens for boys and girls. The doors in wardrobes swing both ways and the panels are filled with wire screens, as is the top. In damp weather the wearing apparel thus has a chance to dry by the time for dismissal. The stairways should be concentrated in a general part of the corridor. They should be of not less than five feet in width, with strong hand rail, balustrade, post and newel.

With this arrangement of corridors, it is possible to have each room to connect directly with the corridor by means of two openings, the doors of which swing both ways, and are provided with glass panels. These doors have the advantage of being noiseless, of conforming to the law in opening outward, of taking up less space, and of always being closed. Class-rooms should be twenty-seven by thirty feet for a quota of forty-five pupils, thereby giving to each pupil eighteen square feet of floor space. The height of the room should be at least thirteen feet, giving each pupil about 236 cubic feet of air space.

Double flooring, well stripped and deadened with heavy building paper, is inexpensive and far more cleanly than in-



terlinings or refuse mortar and rubbish used between wooden joists. Seats should be graded from front to rear, to accommodate pupils of different stature.

Window panes must be large enough to admit a free entrance of light, that the eye may not be wearied with shadows and cross shadows. Corridors can be lighted by large transoms over each door, by windows on stair landings, and by large windows at the end of the corridor.

As to ventilation and heating, I can safely recommend a power system by which the fresh air is forced over a heated surface into the class-rooms at a rate which insures each pupil the requisite amount of warm, fresh air. Removal of foul air is only possible in a perfect manner by "exhaust fans."

I should like to call attention to some noticeable mistakes in school buildings which can be easily avoided : No front entrance, improperly constructed vestibules, mansard roofs ; dark, narrow, and steep staircases ; winding stairs ; stone flagging for floors and stairs ; dark, narrow corridors ; bare brick walls ; some very large rooms accompanied by very small rooms ; dark woodwork ; posts or columns in rooms ; floors of different level ; poorly lighted rooms ; coloured and ribbed glass panes ; no wardrobes for pupils ; and kindergartens in the same building ; but the worst of all is an original plan to which no practical addition can be made.—*School Journal*.

### **Editorial Notes and Comments.**

OWING to the fact that so much of this number of the RECORD is taken up with the Regulations of the Protestant Committee concerning the Central Board of Examiners and the granting of diplomas, some of the usual departments are omitted. This matter is of such importance to all interested in education in this province, that our readers will not object to the unusual appearance of the RECORD this month.

—THE June examinations, to which, no doubt, a great many of our teachers and pupils have been looking forward, begin on the morning of the thirtieth of May. These examinations have received an additional interest on account of the new regulations regarding the Central Board of Examiners and the conferring of diplomas. These regu-

lations were summarized in a recent number of the RECORD. From their provisions, it will be seen that those who pass the June examinations in the higher grades will be qualifying themselves at the same time for diplomas as teachers.

As regards the conducting of the examinations, it has reduced itself to a system, and if the teacher will only co-operate with the deputy-examiner, there can be no possibility of a hitch or after unpleasantness of any kind. Most of our teachers and deputy-examiners are conversant with the routine of the examination. If they attend carefully to the instructions and regulations sent to them for their guidance, there is little doubt that the feeling of having done all things in order will be a sufficient reward. We hope that a successful examination will crown the work of all our superior school teachers for the scholastic year that is drawing to a close.

—IN many rural places of the United States the “traveling library” is steadily working its way, and promises to be a great aid not only in stimulating knowledge and the desire to read books that are pure and elevating in tone, but also to create the desire for permanent libraries. The travelling library is a select assortment of books of the best class, sent out at the expense of the state or of private individuals to country communities. The library remains a specified time at each point; then is moved on to give place to another selection. The cost of transportation and other incidentals is borne by each neighbourhood. The idea seems to be an excellent one and should serve as a beginning for greater culture and knowledge in many communities that are now destitute of library facilities.—*Educational Review.*

—THE following reflections on the effect of teaching upon the teacher appeared in a recent number of the *Teachers' Institute*: What effect has teaching upon the teacher? It is supposed it has a good effect on the pupil. Can it have a good effect on the pupil and a bad effect on the teacher? St. Paul hints that it is possible for one who preaches to others to be a castaway himself. What is the teacher aiming at, knowledge or growth? Can he aim at increasing knowledge in the pupil and not know more himself? Can he aim at founding character and not have a stronger character himself? Suppose the teacher considers the case of the teachers he knows, in order to find



out what the effect of teaching is; or rather to find out what condition the teacher allows it to leave him in. He will agree that very many begin to give up student life and habits soon after "getting a position;" that a state of mind ensues that yields little happiness, rather the reverse, and then comes the feeling that teaching is not a good business. Is this the correct conclusion?

—IN the March number of the RECORD, the able paper prepared by Mr. Brown, of Lachine, on "Child Study" and its relationship to education, was reproduced. Since it appeared, Principal E. H. Russell, of the State Normal, Worcester, Mass., has written to Mr. Brown endorsing his line of thought. Mr. Russell, who has made a deep study of the subject, refers to the mistakes that have been made regarding the work done in Worcester—mistakes, as he says, that could have been avoided by a candid reading of what has been again and again said as to the aim and scope of the work. He expresses the opinion that Mr. Brown is right as to the comparative value of the observation and questionnaire methods of child study, the defect in the latter, according to his own experience, being that it "obscures almost as much as it reveals; what it seeks it does not always find, while what it *might* find is often obscured by looking for something else." Mr. Brown has done much in his article on the subject, to give a true idea of the meaning of "child study" as an educational means; and we hope that a more lively interest will shortly come to be taken in the matter by teachers throughout the province. The subject should be well in hand for discussion at the next provincial convention.

### **Practical Hints and Examination Papers.**

YOUR VOICE.—Your voice has a great deal to do with your success or your failure in life. This is particularly true in regard to the voice of the teacher. The teacher who habitually lets her voice fall is the one who usually gets obedience without delay. A positive tone, not necessarily a low tone, is one of the best possessions of the successful teacher. The sound of her words indicates that she believes she is making a success, and there is no doubt about it in the minds of those who hear her.

The weak teacher proclaims her weakness in the slides

of her voice. It is well worth study. If you have not a clear, cheerful tone, you can secure it by a little careful practice. If your work is not satisfactory, it may be largely due to the fact that you have a sort of complaining or whining tone. The teacher who says, "Now, dear children, don't you want to study your spelling?" has a great deal yet to learn.

A continuous string of talk is a bad thing. The teacher who repeats the answers she gets from the children to make them more impressive is a failure as everyone knows, but the one who cackles all day about what she thinks important is just as bad. The more the soup is watered the thinner it gets. The more the old hen clucks the less the chickens pay attention. The clucking is for her own benefit, the chickens soon learn to pay no attention but let her cluck till she really has a fact about a bug or worm, and they find this out by her altered tone. Her animation alters her cluck. And so should the teacher's.

You can't help a certain delightful ring in your voice if you are so pleased with your subject that it animates you. Notice what your voice does when you have in your teaching what the preachers call a good time. Use that occasionally.—*Watts' Extra Teacher*.

**TARDINESS.**—The *Institute* says: The question of tardiness is one that is much debated in the country and small villages; it is not so pressing in the cities. The reason seems to be that in the cities going to school becomes a business; it is like taking a journey by cars; the train starts at such an hour and the people are there. There is tardiness in the cities, but the pupils learn to feel an interest in being on hand and helping make a part of the business undertaken. Over and over the teacher impresses it on the boys that the sign of ability is being ready. The father takes a certain train; breakfast is at a certain hour; in fact, the city is a great machine. These help, in the city, to an extent, but each teacher has to solve the question for himself. There are four parties, yes, five: the teacher, the pupil, the parent, the community, and the school itself; all these must be considered.

—HERE is a useful exercise in spelling and language taken from the *Educational Review*. Let the pupils fill in the blanks as given below with an appropriate collective noun.



A — of flies. A — of people.  
 A — of soldiers. An — of soldiers.  
 A — of soldiers. A — of soldiers.  
 A — of daisies. A — of grapes.  
 A — of books. A — of wood.  
 A — of stones. A — of corn.  
 A — of trees. A — of clouds.  
 A — of musicians. A — of flowers.  
 A — of wolves. A — of pigeons.  
 A — of ships. A — of cattle.  
 A — of locusts. A — of chickens.  
 A — of roses. A — of sand.  
 A — of sheep. A — of pigs.  
 A — of pictures. A — of sailors.  
 A — of bushes. A — of flowers.  
 A — of keys. A — of mackerel.

BUSY WORK IN SPELLING.—An exchange gives the following exercises for use in connection with the spelling class.

1. Write sentences using the words : Face, talk, stalk, could, cough, tough, dough, through.
2. Add "ed" to the following words : Cry, try, supply, drag, drop, tip, spill, whiten, straighten, carry.
3. Add "ing" to the following words : Make, come, live, care, play, pull, push, rise, watch, believe.
4. Arrange words of reading lesson in alphabetical order.
5. Take a certain list of words, involving a combination, e.g., "wh" : Why, what, when, where, which, while, white, etc. Ask pupils to write questions beginning with these words.
6. Distribute paper, rulers, pencils, and scissors to the pupils. Take a paragraph of the reading lesson, ask pupils to write it with the words wide apart, so that they can be cut in squares. Then with rulers and pencils mark and cut. Mix together and re-arrange words as in the lesson assigned. This is also a lesson in form.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* begins its eleventh volume with the May number and with the best of prospects. Among the special features are several short stories, an article on

"Some Aspects of Social Life in Canada," and a sketch of Julia Arthur, which is illustrated with an excellent portrait of the great Canadian actress.

In the May number of the *Atlantic Monthly* is a paper on the "International Isolation of the United States," by Richard Olney, in which the late Secretary of State discusses the position occupied by the neighbouring republic with respect to the other powers of the world. The paper is given an additional value in view of the present warlike condition of affairs. Mr. Olney thinks that the United States has too long acted the "part of an international recluse." The rest of the contents of the number is fully up to the *Atlantic's* high literary standard.

The *Ladies' Home Journal* for May is a splendid example of a high-toned family magazine. Robert J. Burdette writes of "My Kindergarten of Fifty Years," and Mary Ainge De Vere tells "what it means to be a trained nurse" in a paper illustrated with original photographs. Julia Magruder's novelette, "A Heaven-Kissing Hill," fulfils its promise of being a most interesting tale. (Curtis Publishing Company, Philadelphia, U.S.A.).

A NEW PSYCHOLOGY, by John P. Gordy, Ph.D., LL.D., and published by Hinds & Noble, Cooper Institute, New York, is a book of very great interest to the teacher as well as to the general reader. Dr. Gordy, who is at the head of the Pedagogical Department of the Ohio State University, has prepared this work on psychology especially for those engaged in teaching, but its arrangement is such as to make it a valuable text-book for all students of the subject. The matter is divided into lessons, each lesson being followed by a set of questions which help the teacher to give a practical aspect to a supposedly abstruse subject. The new edition of the book is a fine example of the publishers' art, being printed from new plates and nicely bound. Messrs. Hinds & Noble's catalogue of books should be examined by all teachers desirous of adding to their libraries.

THE GIRL AT COBHURST, by Frank R. Stockton, and published by the Copp, Clark Company, of Toronto, is another specimen of the good literary work done by Mr. Stockton in the line of the lighter fiction. Although his latest story does not scintillate with the purest of humour as does "Rudder Grange," the very name of which seems now to



suggest laughter, or the original fun of Mrs. Lecks and her companion, Mrs. Aleshine, it is none the less a pleasing tale of every day life. The reader can puzzle out for himself whether the author, in naming his story, had in view Miriam Haverley, who was really a girl and lived at Cobhurst, or Dora Bannister, the sunshiny maiden, who acted the servant-girl there on one occasion, or Cicely, who was a typewriter girl and lived in the old place for a short season, or even La Fleur, who could hardly be called a girl, though she was a cook of cooks. Even if he do not arrive at any solution of the problem, he will conclude that the story is a good one well told, whatever be the origin of its name.

**MUSIC FOR THE SCHOOL.** We have received from Messrs. J. Fischer and Brother, of Bible House, New York, two new choruses. One, "The Dance," is a vocal waltz for soprano, alto, tenor and bass, with piano accompaniment. The second, "Goosey, Goosey, Gander," a humorous chorus for the same voices, with piano accompaniment, is a very cleverly written composition with the text taken from the Nursery Rhymes. These choruses could be produced with great success at concerts or entertainments in connection with the school. They are published at twenty-five cents each.

### **Official Department.**

**REGULATIONS** of the Protestant Committee of the Council of Public Instruction, to replace sections II and IV of the regulations which concern the Protestant Central Board of Examiners and the McGill Normal School, respectively. (Approved by Order in Council, March 24, 1898.)

#### **II.**

##### *Concerning the Protestant Central Board of Examiners.*

**17.** The Protestant Central Board of Examiners shall alone have the power to grant diplomas valid for Protestant Schools.

**18.** The diplomas granted by the Central Board of Examiners shall be of four grades, viz.: Elementary, Model School, Kindergarten and Academy, and these are valid for any Protestant School of the same grade in the Province.

**19.** There shall be two classes of elementary diplomas, named respectively, elementary diplomas, and advanced elementary diplomas.

**20.** The only persons eligible for examination by the Central Board of Examiners are :

1st. For elementary diplomas, such persons as have completed a four months' course of training in the McGill Normal School.

2nd. For advanced elementary diplomas, such persons as have completed a nine months' course of training in the McGill Normal School.

3rd. For model school diplomas, such persons as have completed a nine months' course of training in the model school class of the McGill Normal School.

4th. For kindergarten diplomas, such persons as have completed a nine months' course of training in the Kindergarten class of the McGill Normal School.

5th. For academy diplomas, graduates in arts of some Canadian or other British university.

6th. For any grade of diplomas, such persons as may have received from the Protestant Committee of the Council of Public Instruction, permission to enter upon any examinations specifically indicated by that Committee.

**21.** The examinations for elementary, kindergarten and model school diplomas shall be the sessional examinations of the McGill Normal School, together with reports on ability to teach and to govern, rendered by the Principal of the school.

For all such examinations one-half of each examination paper may be set by the Central Board of Examiners, and such tests of ability to teach and to govern as may be indicated by that Board must be given. All results, including examination questions and answers, shall be submitted to the Board by the Principal of the Normal School; and in view of these results, diplomas shall be granted by the Board.

**22.** The examinations for academy diplomas shall be the examinations in arts and in education of Canadian and other British universities.

All holders of model school diplomas that have been granted by the McGill Normal School or that shall hereafter be granted by the Central Board of Examiners shall be entitled to receive academy diplomas on graduating in



arts at some Canadian or other British university, provided that they pass in mathematics, Latin, Greek and French at the degree examinations or, failing this in any subject or subjects, pass examinations in such subject or subjects as are certified by the universities to have given to the graduate concerned a standing not lower than that of second class at the close of the second year in arts.

All graduates in arts of Canadian or other British universities who have passed in mathematics, Latin, Greek and French as above defined and have taken a course and have passed satisfactory examinations in education and in practical teaching under the control of the universities or of the McGill Normal School as approved by the Protestant Committee of the Council of Public Instruction, shall be entitled to receive academy diplomas. The Central Board of Examiners shall determine who have passed satisfactory examinations in education and in practical teaching in view of the results, which, including examination questions and answers, shall be remitted to the Board by the university examiners, and in view of the recommendations of the professors of education. The Central Board of Examiners is empowered to set one-half of the questions in education, and to prescribe tests of ability to teach and to govern, which must be followed in such examinations.

**23.** A person holding a diploma as teacher granted by extra-provincial examiners, who desires to obtain a diploma for this Province, shall submit to the Protestant Committee the following documents :

(a) A programme showing the subjects and the nature of the examination upon which he obtained his extra-provincial diploma ;

(b) A certified statement of the marks obtained in each subject of the examination ;

(c) The diploma which he holds ;

(d) A certificate of age, and a certificate of moral character according to the authorized form No. 1 ;

If these documents are satisfactory the Superintendent may, if necessary, grant a permit to teach until the date of examination.

In view of these documents the Protestant Committee shall determine what examinations, if any, the candidate is to undergo, and to what diploma he shall be entitled, and shall notify the Secretary of the Central Board of Examin-

ers accordingly. The candidate shall then remit to the Secretary of the Central Board of Examiners a fee of five dollars, and shall receive from him notification of the days of examination, which shall be held in the McGill Normal School at the same time and on the same examination papers as those of the corresponding examinations for teachers-in-training.

If no examination is required, the diploma as recommended by the Protestant Committee shall be issued by the Central Board of Examiners at its annual meeting, after payment of the above fee.

**24.** When a teacher-in-training, through sickness or other cause, fails to pass the requisite examinations to receive a diploma, the Central Board of Examiners may, on the recommendation of the Principal of the Normal School, by a two-thirds vote of those present at the discussion of the case, grant a diploma, or permit the return of the candidate to renew his course the next year, or permit him to return for any of his examinations at the close of the next year, and, if he be successful, grant him a diploma.

**25.** Upon representation made in writing to the Protestant Committee of the Council of Public Instruction by the inspector of any district, or by the Inspector of Superior Schools, that a teacher holding a diploma and teaching in a certain school within his inspectorate, is not in his judgment qualified for the due discharge of the duties of the office held by such teacher, the said teacher may be required by the Protestant Committee to present himself, or herself, before the Board of Examiners and be re-examined in accordance with 1965 R. S. Q.

In such case the Protestant Committee shall notify the Central Board of Examiners, as well as the teacher concerned, of what examinations will be required, and what grade of diploma shall be issued if the candidate be successful.

**26.** Each person who is not a teacher-in-training of the McGill Normal School, but who applies for a diploma under the provisions of section 24 or 25 must send an application for admission to such examinations as may be requisite, according to form No. 3, to the Secretary of the Central Board of Examiners, on or before April 15th preceding the examination together with the certificate of character, form No. 1, duly signed, an extract from a register of baptism or other satisfactory evidence showing that he



is of the age required, and the requisite examination fee. In these two cases, the examination fee shall be for each elementary diploma two dollars and for each model school diploma three dollars, and for each academy diploma four dollars, but no examination fees shall be required from teachers-in-training attending the McGill Normal School in elementary, model school or kindergarten classes. The fees shall be used in paying the expenses of the Central Board of Examiners. The fee shall not be returned to a candidate who has failed to obtain a diploma, but at the next examination such candidate may again present himself without extra payment.

**27.** Candidates holding model school or elementary diplomas granted under the regulations of the Protestant Committee before the 1st of January, 1887, or second class model school diplomas or elementary diplomas granted before the 1st of September, 1897, who present to the Central Board of Examiners a certificate or certificates from a school inspector or school inspectors that they have taught successfully for five years after obtaining such diplomas may exchange them for diplomas for the same grade of school, under these regulations, on payment of a fee of two dollars.

**28.** To the Central Board is committed the power of admitting teachers-in-training to the several classes of the McGill Normal School. Its powers in this behalf are defined under the head "Normal Schools."

**29.** The Central Board of Examiners is empowered and required :

(a) To prepare and issue all forms of diplomas, certificates and tabulated reports which it may require in addition to the forms provided in the law or in these regulations.

(b) To determine the time and manner in which any report required by it shall be made.

(c) To determine all details of time and manner of conducting examinations, for admission to the Normal School and for teachers' diplomas, not provided for by law or by the regulations of the Protestant Committee of the Council of Public Instruction.

(d) To be the custodian of all examination papers, keeping them for one year, subject to the call of the Protestant Committee of the Council of Public Instruction.

(e) To observe and to cause to be observed all laws and

all regulations of the Protestant Committee of the Council of Public Instruction, touching the duties committed to the Central Board of Examiners.

(f) To report to the Protestant Committee of the Council of Public Instruction as that body may direct.

### *Rules for Examinations.*

30. The following rules shall govern all examinations conducted for or by the Central Board of Examiners, and shall be read to candidates before the first of the series of examinations.

1. The candidates are to be placed in the examination room, so as to prevent copying, or communications of any kind between them.

One candidate only shall be placed at each desk which he shall occupy throughout the examination.

2. At the hour appointed for the examination, the candidates being in their allotted places, the examination papers for that hour shall be distributed to the candidates.

3. The examination papers or any question therein may be read aloud to the candidates by the deputy examiner, but no explanation whatever shall be given as to the meaning or purport of the questions.

4. No candidate shall be permitted to enter the examination room after the expiration of one half hour from the commencement of the examinations, nor after a candidate has left the examination room. Any candidate leaving the examination room after the issue of the examination papers in any subject shall not be permitted to return during the examination of the subject then in hand.

5. No candidate shall give or receive assistance of any kind in answering the examination questions. Any candidate detected (a) in taking into the examination room or having about him any book or writing, from which he might derive assistance in the examination, (b) in speaking to or applying to other candidates under any circumstances whatever, (c) in answering under any circumstances whatever applications from other candidates, (d) in exposing written papers to the view of other candidates, (e) in endeavouring to overlook the work of other candidates, shall be immediately dismissed from the examination. The plea of accident or forgetfulness shall not be received.

6.. Candidates shall write their answers on one side only



of the paper, and shall use no other paper than that provided for them.

The use of blotting paper for rough drafts or for any writing whatever is strictly forbidden. But rough drafts may be made on the back of the paper provided.

7. At the close of the examination all the paper, including the blotting paper, furnished to a candidate must be returned to the deputy-examiner.

8. No candidate shall have access to his answers, and no alteration shall be made in a candidate's answers after they are delivered to the deputy-examiner.

9. No persons, except those taking part in the examination, shall be admitted into the examination room during the examination, and no conversation nor anything that may disturb the candidates shall be allowed.

10. The candidates shall be under the direct and careful supervision of the deputy-examiner from the beginning of the examination to its close.

11. The deputy-examiner of each local centre shall sign the following declaration at the close of the examination and forward it to the secretary of the Central Board.

"I hereby solemnly declare that the examination of .....has been conducted strictly in accordance with the special regulations prescribed for such examination, that the envelopes containing the printed examination papers furnished by the Central Board of Examiners were opened in the presence of the candidates, that the answers were collected at the time specified, and that the answers as forwarded to the secretary have been given, to the best of my knowledge, by the pupils themselves, without assistance from the deputy-examiner, fellow pupils, memoranda or text-book, during the time of examination, and have not been accessible to unauthorized persons.

(Signature,).....

Deputy Examiner."

12. The deputy examiner shall send with the above declaration a plan of the examination room setting forth the position occupied by each candidate.

**31.** The secretary of the Central Board of Examiners shall cause to be provided at each local centre (a) a suitable room in which to conduct the examination, (b) a supply of

stationery, and (c) the required number of examination papers.

#### IV

##### *Concerning the McGill Normal School.*

**60.** The McGill Normal School in the city of Montreal is established chiefly for the purpose of training teachers for the Protestant population, and for all other religious denominations of the Province of Quebec other than the Roman Catholic. The studies in this school are carried on chiefly in English, but French shall also be taught.

**61.** The Corporation of McGill University is associated with the Superintendent of Public Instruction in the direction of the McGill Normal School under the regulations of the Protestant Committee and it is authorized to appoint a standing committee, consisting of five members, called the "The Normal School Committee," which shall have the general supervision of the affairs of the Normal School.

**62.** It shall be the duty of this Committee, in conjunction with the Superintendent of Public Instruction, under the regulations of the Protestant Committee of the Council of Public Instruction, to watch over the interests of the school, to supervise its expenditures, to make by-laws for its government, to provide for all unforeseen emergencies, and to employ from year to year assistants in the Normal and Model Schools other than the principal and professors of the Normal School and the head master and head mistresses of the Model Schools.

##### *The Staff of the McGill Normal and Model Schools.*

**63.** The professors of the Normal School shall be divided into two classes, ordinary professors and associate professors. These shall be under the direction of a principal, who as such, will have particular duties to perform, for which he will bear the responsibility. Any one of the ordinary professors may be chosen to fill the office.

2. Each ordinary professor may be required to teach several branches of study, and to devote the whole of his time to the Normal School.

3. The associate professors shall teach one or more separate branches, and shall not be required to devote the whole of their time to the school.



**64.** There shall be a head master of the Boys' Model School, a head mistress of the Girls' Model School and a head mistress of the Primary School, and they shall be under the general direction of the Principal of the Normal School.

*Annual Sessions of the Normal and Model Schools.*

**65.** The annual sessions of the Normal and Model Schools shall begin on the first school day of September of each year and end in the Normal School on the last school day of May, and in the Model School on the last school day of June. Such holidays shall be kept as are prescribed by the Protestant Committee of the Council of Public Instruction, or by the Normal School Committee.

*Course of Study.*

**66.** The course of study in the Normal School shall be drawn up by the Principal of the Normal School, and submitted to the Protestant Committee of the Council of Public Instruction for approval.

The model schools shall conform as closely as possible to the authorized course of study for elementary and model schools.

*Mode of Admission to the Normal School.*

**67.** The Central Board of Examiners alone have the right to admit to the several courses of study in the McGill Normal School.

**68.** Any British subject who produces a certificate of good moral character from the minister of the congregation to which he belongs, and evidence to show that at the time of his application he has entered upon the seventeenth year of his age, may be admitted to examination for entrance into the elementary class of the McGill Normal School.

**69.** Each candidate for admission to the elementary class shall notify the Secretary of the Central Board of Examiners, in accordance with form No. 3, on or before the 15th April, next preceding the examination, of his intention to present himself for examination. Each candidate shall at the same time deposit with the Secretary of the Central

Board, first a certificate of good moral character, according to the authorized form No. 1, signed by the minister of the congregation to which he belongs, and by at least two school commissioners or trustees or school visitors of the locality in which he has resided for six months during the preceding two years ; second, an extract from a register of baptisms or other sufficient proof, showing that he is of requisite age.

Each candidate shall at the same time pay to the Secretary of the Central Board of Examiners the sum of two dollars. This fee shall be used in paying the expenses of the Central Board of Examiners.

The fees shall not be returned to a candidate who has failed to enter the Normal School, but at the next examination such candidate may again present himself without extra payment.

**70.** On receiving the candidate's notification, certificates of moral character, satisfactory evidence of age, and examination fee, the Secretary of the Central Board shall notify the candidate of the place and time of the examination, and shall also notify the deputy-examiner or examiners at the centre of examination chosen, to admit the candidates to the examination of the second grade academy, or to such of the examinations as may be indicated by the Central Board of Examiners.

The answers of all such candidates shall be written on a paper of a special tint, shall be promptly read and valued with other answers to the same questions ; then collected and sent with another copy of the questions submitted and a statement of the results to the Secretary, who shall submit the whole to the Central Board or to a sub-committee of that Board. In view of the results and the answers submitted the Central Board of Examiners or its sub-committee shall authorize the candidate to enter the Normal School for the four months' course or for the nine months' course in the elementary school class, or shall refuse admission, as each case may warrant. But when a candidate is authorized to enter for the four months' course he may, if he choose, enter at the beginning of the session for the nine months' course.

**71.** Holders of elementary school diplomas are exempt from examination for entrance to the elementary school class.



**72.** Any British subject who produces a certificate of good moral character according to the authorized form, and evidence to show that at the time of his application he has entered upon the eighteenth year of his age, may be admitted to examination for entrance into the model school class of the McGill Normal School.

**73.** Each candidate for admission to the model school class shall, at the same time and in the same manner as candidates for admission to the elementary school class give notification and deposit a certificate of good moral character and satisfactory evidence of age, together with an examination fee of four dollars, which sum shall admit, in case of failure, without further payment, to the examination of the year next ensuing.

**74.** Examinations for admission to the model school class shall be either the examinations in the Normal School for the advanced elementary diploma, or the A.A. examinations of the universities.

On receipt of the notification, certificate of moral character, examination fee and satisfactory evidence of age, the Secretary of the Central Board shall notify the candidate of the place and time of the examination, and shall also notify the Principal of the Normal School or the Secretary of the university examiners, as the case may be, to admit the candidate to examination. If the examination chosen be that of the A. A. examiners, he shall remit the examination fee to their Secretary.

**75.** Persons who already hold elementary school diplomas are exempt from the examination fee and will be liable to examination only in Algebra, Geometry, Latin and French, with such additional subjects as in the judgment of the Central Board or its sub-committee may be deemed necessary in particular instances. But satisfactory evidence of having taught successfully for eight months shall give exemption from such examinations.

**76.** No evidence of standing at the A. A. examinations other than the certificate of the universities shall be taken. For admission to the model school class of the Normal School such certificate must show that the candidate has passed in Latin, French, Arithmetic, Algebra, Geometry and the English Language, or English Literature. Such candidate, who has failed to enter the Model School Class, may be admitted to the Elementary School Class.

**77.** Admission to the class for kindergartners shall be granted by the Central Board of Examiners or its sub-committee only to such persons as, holding advanced elementary school diplomas, notify the Secretary of the Central Board on or before the fifteenth day of April in any year, of their wish to enter this class, and are reported by the Principal of the Normal School to possess the necessary special fitness for kindergarten work.

**78.** Authorization to enter any class of the McGill Normal School holds good for two years from the date of the issue, but no longer, and is forfeited by failure to pass the semi-sessional examinations to the satisfaction of the Principal of the Normal School.

**79.** The Central Board of Examiners may admit to any class, in exceptional cases, persons whose qualifications may be insufficient for entrance. Such persons may be excluded from the school by the Principal whenever he may judge it best so to do; but none shall be permitted to enter or to remain on trial after the semi-sessional examinations.

**80.** No candidate is admitted to the Normal School until the provisions of the school law respecting admission have been fulfilled.

*Conditions of continuance in the Normal School.*

**81.** Persons admitted to the Normal School must attend on the first day of the opening and must thereafter attend punctually every day of the session, or give reasons satisfactory to the Principal of the School for their absence or tardiness.

**82.** In order to continue in the Normal School teachers-in-training must maintain conduct and character suitable to their present position and their future calling.

**83.** Each professor, lecturer or teacher shall have the power of excluding from his lectures any student who may be inattentive to his studies, or guilty of any minor infraction of the regulations, until the matter can be reported to the Principal.

**84.** The Principal of the school shall have power to suspend from attendance any pupil, for improper conduct or neglect of duty, for a week, or when he deems it



advisable to submit the case to the Normal School Committee, until the next meeting of that body.

**85.** The Normal School Committee shall be empowered for any grave cause to expel any teacher-in-training from any class.

**86.** Teachers-in-training who leave the Normal School in the middle of a session, are expected to assign to the Principal satisfactory reasons, accompanied in case of failure of health by a medical certificate. Neglect to comply with this regulation will be a bar to future admission to the Normal School.

**87.** Teachers-in-training must give their whole time and attention to the work of the school, and are not permitted to engage in any other course of study or business during the session of the school.

**88.** All teachers-in-training, in order to continue in the Normal School, must pass the Christmas semi-sessional examinations to the satisfaction of the Principal.

#### *Attendance on Religious Instruction.*

**89.** Teachers-in-training will be required to state with what religious denomination they are connected: and a list of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with the request that he will meet weekly with that portion of the teachers-in-training or otherwise provide for their religious instruction. Every Thursday after four o'clock shall be assigned for this purpose or such other hour as may be determined by the Normal School Committee. In addition to punctual attendance at weekly religious instruction, each student will be required to attend public worship at his own church at least once every Sunday.

#### *Boarding Houses.*

**90.** The teachers-in-training shall state the place of their residence, and those who cannot reside with their parents will be permitted to live in boarding houses, but in such only as shall be specially approved of. No boarding houses having permission to board male teachers-in-training will be permitted to receive female teachers-in-training as boarders, and *vice-versa*.

2. They are on no account to be absent from their lodgings after half-past nine o'clock in the evening.

3. They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

4. A copy of the regulations shall be sent to all keepers of lodging-houses at the beginning of the session.

5. In case of lodgings being chosen by parents or guardians, a written statement of the parent or guardian shall be presented to the Principal.

6. All intended changes of lodgings shall be made known before hand to the Principal or to one of the professors.

7. Boarding-houses shall be visited monthly by a committee of professors.

8. Special visitations shall be made in case of sickness being reported, either by professors or by ladies connected with the school; and, if necessary, medical attendance shall be procured.

9. Students and lodging-house keepers are required to report, as soon as possible, all cases of serious illness and all infractions of rules touching boarding-houses.

### *Fees.*

**91.** Each teacher-in-training, who during attendance at the school resides at home with parents or guardians, shall pay monthly in advance the sum of four dollars school fee. The Principal of the school is permitted to wait until the end of the fifth day of the month for payment, but no longer; if the amount be not then paid the teacher-in-training must withdraw from the school until the amount is paid; but, if it be not paid within the next five days, that is before the tenth day of the month, the delinquent teacher-in-training shall be held to have withdrawn, and his name shall be removed from the books of the school.

### *Bursaries.*

**92.** Each holder of an advanced elementary diploma, or of a model school or kindergarten diploma, on showing that he has taught successfully in some school of this Province under the control of school commissioners or school trustees other than the Protestant Board of School Commissioners of Montreal, shall be paid by the Principal



of the Normal School, out of its funds, the sum of two dollars for each month of such successful teaching, not exceeding eight months in each year, during each of the two scholastic years immediately succeeding the award of his diploma. If, in two years of consecutive attendance at the Normal School, a teacher-in-training has taken an advanced elementary diploma, and either a model school diploma or a kindergarten diploma, the amount to be paid shall be four dollars for each month; if three sessions of the Normal School elapse between the admission of the teacher-in-training and the conferring of the second diploma, the amount to be paid shall be three dollars for each month.

93. Successful teaching shall be shown by submitting at the annual meeting of the Central Board of Examiners a certificate according to form 5, signed by the chairman or by the secretary-treasurer of each board under which the teacher has taught and by each school inspector in whose district of inspection he has taught. But the signature of any school inspector stating that he was unable to visit the school during the incumbency of that teacher shall be accepted.

*Travelling Expenses.*

94. On being awarded an advanced elementary diploma, a model school diploma, or a kindergarten diploma, each teacher-in-training at the McGill Normal School shall be paid by the Principal of the Normal School, out of its funds, the sum of three cents for each mile that his home, in the Province of Quebec, is more than fifty miles distant from the city of Montreal.

95. All teachers-in-training who pass the semi-sessional examinations in the Normal School with 60 per cent. of the total marks, and who have not fallen below 50 per cent., in any one of the groups of subjects, English, Mathematics, French and Miscellaneous, nor in any one of the subjects required by the authorized course of study for schools of the grade which they aspire to teach, nor make more than one mistake in spelling in one hundred words of dictation chosen from any authorized text-book, shall be entitled to continue in their classes after Christmas. Except by the special permission of the Principal, no others shall be entitled to this privilege.

96. All teachers-in-training who attain the standards

defined above at the final examinations in the Normal School shall be entitled to diplomas of the grade of the class to which they belong; and except with the concurrence of two thirds of the members of the Central Board of Examiners who may be present at the discussion no others shall receive diplomas. But the Central Board of Examiners may grant an elementary diploma to a teacher-in-training who fails to pass the examinations in the model school class, or the examinations for the advanced elementary diploma.

**97.** All holders of elementary school diplomas obtained by reaching the standards defined above shall be entitled to admission to the model school class; no others without the special permission of the Central Board of Examiners.

**98.** Whenever it is evident, from the report to the Superintendent, or from the papers of the candidates submitted to the Protestant Committee, in accordance with Reg. 29 (*d*) or for other reasons, that any particular examination has not been conducted in accordance with the provisions of the law and these regulations, the Protestant Committee of the Council of Public Instruction may declare, either, first, one or more diplomas granted at said examination, or, second, the whole or any part of the proceedings of said Central Board of Examiners at any meeting, null and void, in which case the Central Board of Examiners and the candidates who received diplomas shall be notified thereof by the Superintendent.

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### FORM (5)

This is to certify that.....who holds a.....  
 diploma from the McGill Normal School, dated.....,  
 has taught in the.....School at.....in the County of  
 ....., during the months of July....., August,.....,  
 September....., October.. .., November....., De-  
 cember....., January....., February....., March  
 ..... , April....., May....., and June... ..,  
 of the scholastic year....., and has  
 been assiduous in duty.....,  
 been punctual in attendance.....,  
 been observant of regulations.....,



governed her pupils well.....,  
 secured good progress in study..... ,  
 been polite and tactful in intercourse with parents, com-  
 missioners and the inspector ..... ,  
 and maintained a character above reproach..... ,

Signed .....

Chairman or Secretary-Treasurer, School

Commissioners of.....

School Inspector.....

N. B.—Let each person signing this certificate insert his initials after each month for which he gives it, and after each clause which he approves.

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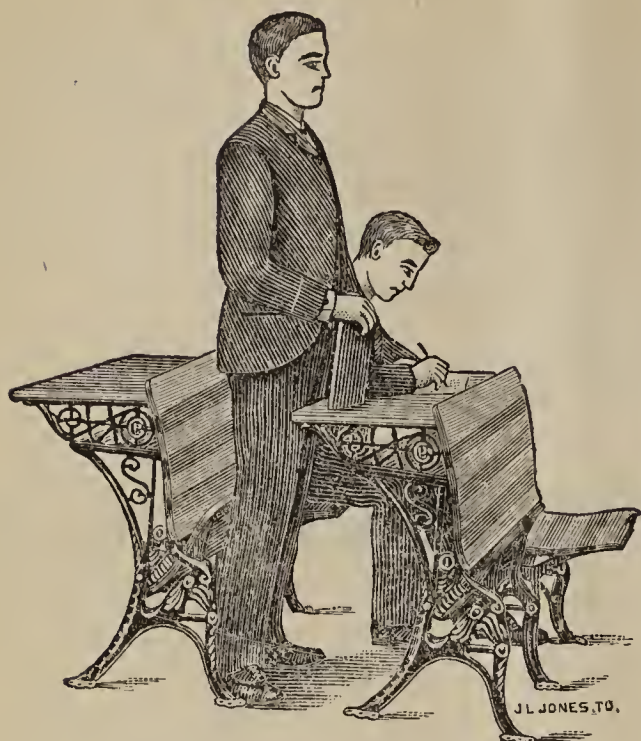
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**Articles : Original and Selected.**

THE AIM OF A TRUE TEACHER. \*

BY C. ADAMS, HULL, QUE.

Permit me to say at the very outset, that in writing this paper I feel as though I were outside of my latitude, or, to use a common expression, "like a fish out of water." I realize that this is a deep and important subject: one that demands careful thought, and should be dealt with by one who has had a broader experience in the teaching profession than I have had. But here, let me make the confession that I have taken the liberty to borrow much of the thought expressed in this paper, from the experience of an older teacher, Inspector Hughes, of Toronto, so that the "aims" which I have set before me as a teacher, are not wholly the product of my own thought. I have read, with much pleasure and profit, Mr. Hughes' little book entitled "Mistakes in Teaching," and it is from this work that most of my "aims" are derived. Let me say, just here, that I would urge every teacher who has not read the book yet, to procure a copy for himself or herself; to read and re-read it if necessary; to digest and practise it.

My object in writing this paper is to place before us as briefly as possible, a few of the "targets" at which a true teacher should aim, for if we aim at nothing, we ought not

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\* A paper read at the first meeting of the Oriental Teachers' Association, held in Hull, on the 4th and 5th of February last.

to feel surprised when we hit nothing. There are two methods by which we may demonstrate a truth, first, by showing what it is not, second, by showing what it is. I purpose using both in discussing the teacher's aim.

In order to make a complete success of life, we must have some definite aim in life: some goal to be reached: some height to be attained. The person who has no object before him to be accomplished, but is content to float idly down the stream of time and let things go as they will, is, to my mind, one who comes very far from hitting the mark which every true man ought to aim at. As the voyager, who starts out without knowing where he wants to go, or in what direction he ought to sail, need not feel surprised when he finds his vessel stranded, and himself cast upon some unknown shore, so the man or woman who goes out into life without some definite aim to be accomplished, is liable to make shipwreck of the valuable possibilities which strew the pathway of life. Thus the teacher will be prepared to make a big failure of his noble calling, and ought not to think it a marvellous thing when he finds himself cast upon the shore of a mistaken profession, if he neglects to erect for himself some standard which he should ever keep before him as the mark towards which all his energies should be directed. Inspector Hughes says, "no teacher is ready to begin his work until he believes that *his chief duty* is to train his pupils to climb from the positions they individually occupy when they are placed in his charge." Now, I believe that it is *the duty* of every teacher to set before him some of the results to be achieved in the school-room. I am of the opinion that we fail to comprehend the vast possibilities which lie at the very door of our profession. It has been said that the hand that rocks the cradle rules the world, but I believe that the public-school teacher has a great deal to do with the moulding of the young life of a nation. What our nation will be in the future will depend to a large extent upon the kind of teachers employed in our schools.

When I think of the army of teachers in our province already armed with diplomas and looking about for schools in which they may air their learning, and again of those who are being equipped with diplomas every year, I ask myself the questions: Why are so many pressing into the ranks of the teaching profession? What is their real aim



in desiring to teach? I think I state the truth when I say that in a great many cases, the aim seems to be to follow teaching simply as a *means* to something else. Young ladies look upon teaching simply as a means of earning a livelihood and getting a little spending money, but as soon as the right "individual scholar" makes his appearance, teaching loses its charm for them. (I am not condemning these aims but think we should have higher ones.) Young men look upon teaching as a valuable means of helping themselves through a college course and into another profession. The world looks with pride upon youths made of such material, and indeed, they are entitled to a great deal of respect; but while looking forward to what they expect to be after they have finished teaching, they do not fully realize what the real aim of education should be, their ideal lies in the future, their hopes and ambition are there; everything has to lend to the accomplishment of their desire, consequently, teaching cannot be to them the high profession it ought to be.

*Now, whatever else the aim of a teacher should be, it should not be merely that of making money.* I fear too many enter the schools of our province with this as their prime motive. Often do we hear people give expression to such sentiments as these. "My! don't I wish I had been a teacher. He has such an easy time. He has to work only thirty hours each week and gets highly paid for this little bit of his time. Teaching is an easy job." My reply to such critics is "Step into my shoes and try it for one day." I am convinced they would go back to their "stone-picking" and "weed-pulling," sadder but wiser men. Perhaps those persons have had some ground for such talk, by looking at the actions of teachers who have taught in their district. I admit that if the aim is to kill time and get a little money, it is an easy way to do it, but such a teacher is a dishonour to the profession. Of course, the teacher needs money as much as those of other professions, but what a small recompense is this when compared with the thought that in after life our pupils will be able to look back to the time when they were under our charge and say, "Thank God that I was ever under that man's or that woman's influence. Though teaching is one of the hardest professions, it is also, to the true teacher, one of the most pleasing and gratifying occupations that an individual can engage in if he rightly

understands its true aim. Unless we are clearly conscious of the specific object we should have in view in each lesson and in using the various disciplinary agencies, our success in communicating knowledge, or in promoting the true growth of our pupils, is largely a matter of chance.

During the first few days of school, the great aim of the new teacher should be to show his pupils, by his actions and manner, not by words, that he understands himself, his pupils and their relations to each, and knows the subjects he intends to teach. If the teacher does not understand himself, it will not be long before his pupils know it, and he will be led to see himself through his pupils. "Know definitely what you want to do and do it" is a good maxim for a teacher.

*We should aim not at stuffing our pupils' minds with facts, but at training them to investigate truths for themselves.*

Of course the teacher should store the minds of his pupils. The more knowledge we give them, the better, provided that in giving it we do not cripple their power to gain knowledge independently for themselves. *Telling is not teaching.* We should guide our pupils through the garden of knowledge and show them what kinds of fruit to pick and how to pick them; but we should not pick the fruit for them, nor eat it for them, nor digest it for them. We should teach our pupils how to think, not do the thinking for them. We should never tell them anything they can be led to discover for themselves by judicious teaching. This does not mean that we should be scanty with information which the pupil can gain only through the teacher. I believe we may be as profuse in this as we wish so long, I repeat, as we do not cripple the power of our pupils to gain knowledge independently. Any piece of knowledge which a boy has himself acquired, any problem which he has himself solved, becomes, by virtue of the conquest, much more thoroughly his than it could else be. The activity of mind and the concentration of thought necessary to his success, together with the excitement occasioned by his triumph, tend to register the fact in his memory in a way that no information from a teacher could do. A pupil can never forget a fact learned practically as a result of his own investigation. Let the children have a chance to enjoy the pleasures of discovering for themselves, and then the school will be to them not a prison, but a temple of joy.



*We should aim at preparing our pupils to meet and overcome difficulties for themselves instead of doing it for them.*

How children delight to overcome a difficulty! How much greater is their joy when they overcome it without aid from the teacher. If an infant were always carried in arms, it would never learn to walk. Every little effort it makes for itself gives new power and vigour to its muscles. So the child that is lifted over every obstacle by the strong mental arm of the teacher will become mentally feeble. It will learn if trained to do so, and when it has to go forth into the world without a teacher to lean upon, will be unable to overcome the difficulties in its path.

A certain person once said, "A teacher should make himself *useless* to his pupils." He meant by this that the teacher should train his pupils to stand alone and not lean upon the teacher nor upon one another.

*We should aim at creating in our pupils such a love for knowledge that they will seek to improve themselves after school life is over.*

Education should not stop when a child leaves school. It is a sad fact that there is very little study done, after school life is over, with the definite idea of disciplining the mind and widening the intellectual vision. Pupils have naturally a desire for knowledge. Like every other good tendency, that desire may be deepened, intensified, developed. If the teacher's methods are correct, this desire will increase and the ability to gratify it. The teacher who sends out pupils from under his training without a desire as well as the ability for further study, has somewhat failed in his noble calling. What an advantage it will be to a pupil who has left school, to find himself keenly receptive to truth from books, from his fellow-men, and from the world of nature. Although there may be a certain element of truth in the accepted maxim "Knowledge is power," the power of gaining knowledge and using it rightly is of vastly greater importance to any individual than the mere acquisition of knowledge. How many men there are who have vast knowledge, yet they have no direct influence in the social or moral up-lifting of the race.

And now I believe that the highest aim that a true teacher can have is that of making good citizens of the boys and

girls placed under his charge. When I use the expression "good citizens," I mean all that name implies: boys and girls who would scorn to do a mean act: men and women who will not swerve one iota from doing the right, whatever the circumstances may be: God-fearing people who will seek to improve themselves that they may be of greater service to others and an honour to their nation. To accomplish this grand end, we must look very carefully to the morals of our pupils. *We should aim at establishing good manners and morals among them.* Inspector Hughes says: "The school should be one of the agencies in bringing the human race into a proper relationship with God, not by formal theological teaching, but by systematic training of the moral nature. This will in no way weaken the influence of the school as an agency in training the physical powers, and developing the intellect. Moral training will increase the efficiency of the school in all other good respects."

To my mind, one of the grandest privileges that can be given to man, is that of aiding individuals to grow consciously towards God in knowledge, in purity and in power. If a boy is truly polite from proper motives, he has made a good start in his moral training, and although good manners will not make a boy a Christian, they will make it a great deal easier for him to be one. Formal lessons on morality will do little good and may do much harm. Our words of council should have some weight with our pupils; our examples will have a greater influence over them; but their own actions will affect their moral characters a thousand times more than all we say or do. No voluntary act, however trivial in itself, can be performed by a child until he first decides to perform it. Now he must decide either in conformity with right as he recognizes it, or in opposition to it. Every time he decides properly, his will and conscience have won a victory, and are thereby strengthened; every time he decides contrary to his conception of right, his will and conscience have been defeated and consequently weakened. There should be one general law in school, "*We must all do right.*" The teacher should give his pupils clear and definite conceptions of the right in connection with their varied school duties, and secure a rigid adherence to the right in every detail. I do not think it a wise plan for the teacher to



usurp the power of a law-giver, and frame a code of regulations consisting of "Thou shalt not" like the ten commandments, but rather to allow the pupils the privilege of assisting in determining what is right, and lead them to a conscious, independent decision in favour of the right. Such decisions, however, should be reached in connection with duties immediately to be performed. When a boy decides to do right without actually carrying out his decision, he strengthens the habit of inertness, or failure to act, and makes it harder for him to do a good deed of a similar kind. We should make action follow good decision promptly. Every man should be made to feel that the universe will be weakened if he fails to to his duty manfully. Every child should leave school with a clear knowledge of the fact that every act of conscious wrong-doing brings to him punishment in weakening his character if no further punishment comes to him from powers outside of himself.

*In the last place, we should aim at making our pupils self-governing.*

No lower aim can make them good citizens or qualify them for a conscious upward growth. We should awaken in our pupils motives which will lead them to act. Give them to feel their power of control over themselves as a necessary element in defining their individual responsibility. One of the best things we can do for a boy is to give him a just faith in himself. One half the power of mankind for good is not used because men lack faith in themselves sufficient to enable them to crystallize their insights into attainments. Definite convictions of individual freedom, individual power, and individual responsibility will, under the guidance of a true teacher, lead the pupil to a stronger faith in himself. True faith in one's own power is not that conceit which leads the person to be satisfied for himself, for, as soon as this becomes the case, moral as well as intellectual growth ceases. A man's perfect faith in himself comes from a complete faith in God, as the living, central source of knowledge, inspiration and energy.

To sum up briefly: (1.) The teacher has well performed his duty to his pupils intellectually when he has stored their minds, trained them to acquire knowledge accurately for themselves, developed their natural love for knowledge,

and given them power to use knowledge up to the measure of their individual ability. (2.) He has also well performed his duty to them morally when he has helped them to strengthen their wills and consciences by forming habits of carrying out pure feelings and good thoughts into immediate activity, secured ready obedience to law as the embodiment of right, implanted a love of freedom, given a consciousness of individual power and responsibility, and developed in every child a self-faith as a result of faith in God.

### Editorial Notes and Comments.

AT a recent meeting of the Protestant Board of School Commissioners, of Montreal, Mr. M. C. Hopkins, B.A., was appointed principal of the Royal Arthur School. This position was made vacant by the resignation of Mr. W. Patterson, M.A., B.C.L. Mr. Hopkins has taught successfully in several of the country superior schools and has also had several years' experience in the schools of Montreal. We hope in the next issue of the RECORD to note any further changes of staff in connection with our provincial schools.

—IN answer to the question "What is Contraband of War?" the *Canadian Teacher* gives the following information: In view of the present struggle between the United States and Spain, this brief explanation of a term often heard and seldom understood, may be of interest to our readers. The "prohibition" referred to in the answer is not of the most stringent kind, because it is impossible for a country engaged in war to enforce such prohibition upon all neutral nations. Nevertheless, no nation desiring to preserve the laws of neutrality—that is, the laws which govern civilized nations while war is going on between other countries and in which they are not taking part—would forbid any nation supplying either of the belligerents with contraband articles. For instance, a neutral power could not, according to those laws, directly ship a cargo of ammunition in a Spanish ship to Spain or in a United States ship to the United States. On the other hand, if the people of neutral countries at their own risk ship contraband articles to either of the countries engaged in war, they may do so. Great Britain has declared coal, so far as she is concerned, to be contraband of war in the struggle going on between the United States and Spain. If a Can-



adian vessel should sail from Cape Breton loaded with coal for the Spanish fleet, and this vessel were taken by a United States ship, the owner of a vessel carrying the coal could claim no damages for loss of cargo. If, on the other hand, a vessel loaded with any article not contraband as, for instance, fruit or furniture, and was seized by a United States vessel, the owners, if they were subjects of a neutral power, could claim damages from the United States, and this claim would be pressed by the government of their own country. Briefly then, neutrals may sell articles that are contraband of war to either belligerents—but they do it entirely at their own risk, and if the goods are seized, their own government would not interfere.

—REFERENCE has from time to time been made in the pages of the RECORD, to the failure of our schools and colleges to teach *English*. The following article from the *Montana Public School Journal* expresses several good thoughts in the same connection, and should be read by all teachers of the young. The writer of the article referred to says :

“ The English work in college has essential differences from the work in other languages. The English begins at a point about as advanced as where the others leave off. Our students as a rule do not learn to use or understand Latin or French or German by the end of the college course, so well as they know how to use or understand English at the beginning. Because of this fact the aims and problems of English teaching must be different from those of other branches.

“ We do not intend to put forward the claim for English that it affords a sufficient language training by itself. For those who can get no other, it may offer an endurable makeshift, but I do not believe it can furnish a training that we ought to consider adequate for anyone who has a choice. We do not, then, claim the whole field for English. We wish only to suggest how this language, used in what we believe to be essential connection with some other, (what other depends on circumstances) may afford valuable results, different from those given by other language training.

“ We speak then of the possibilities of the English teacher who stands before a class that has some knowledge of Latin, French, German or Greek, or possibly of two of these.

Such students, properly trained, have some knowledge of words, have begun to notice them, have learned how they grow and how they are used. I say words advisedly, for I doubt if preparatory students often acquire any feeling for the larger divisions of written thought, the sentence, the paragraph or the whole chapter, essay, or volume. But the preparatory student has at least partly learned to use the dictionary, and will appeal to it. On the other hand, ask about an error that involves more than a single word, and the reply is apt to be that it does not sound right. The average boy rarely refers back to his grammar or to the rules contained in it, and still more rarely to his rhetoric.

“Doubtless he has much yet to learn about words, but a beginning has been made, he has a working knowledge. Added to this he has a varying amount of experience with formal English grammar, with some practical application of it to his every day speech; and a more recent and probably more formal knowledge of rhetoric. With the demands made on him in other lines, this is possibly as much as we can ask of the preparatory teacher. And this is probably as much as the teacher of Latin or French or German can accomplish, under ordinary circumstances, in the whole college course, and with this the teacher of English begins. To what end then shall he take advantage of this peculiar situation?

“He has two purposes somewhat distinct from the rest. One is, we might say, a purely utilitarian one. He must train the student to express his own thoughts, knowledge, feeling, in his own best manner. In English of course this involves distinctions of a much higher character than can be made in prose composition in any other language. Form, manner, force, propriety, grace, movement, all that goes to make one piece of grammatically correct writing better than another, may be treated in college English composition work. At least the student must be taught to express himself easily and correctly and clearly, if he is fitted for anything above a menial position.

“The other way in which the English teacher may take advantage of his position, is in teaching the student to use his knowledge in the finer interpretation of the worthy writings of others. This may perhaps be called utilitarian, too, in the highest meaning of the term. The question of



what is really utilitarian does not belong here. The student who enters college can read anything within his comprehension—with an occasional appeal to the dictionary—and get the story or get the sense. But nearly everything that belongs to what we call Art, the careful adaptation of means to worthy literary ends, is lost on the average Freshman. To help to the appreciation and consequent enjoyment of the expression of Art is peculiarly the duty of the English teacher. The teachers of other languages may doubtless do something in this direction, but by comparison only a little. No boy will appreciate in Virgil or Homer, the fine passages which cost him so much labour, unless he has already responded to a similar appeal in English, and probably not then.

“ These then are the peculiar privileges of the English teacher: to furnish his pupils with an adequate instrument for easy, clear and forceful expression; and to give them a growing appreciation of the most democratic, the most accessible and the most influential of all arts, which will lead them to an acquaintance with the best that is known and thought (and felt) in the world.”

### Current Events.

THE annual report of the governors of Morrin College, Quebec, which was presented to the last General Assembly of the Presbyterian Church, seems to have aroused the sympathies of that body. The report indicates an attendance, including students taking special lines of study, of nearly ninety. Two of the students having the ministry in view entered, last summer, upon mission work in the North-West for a year, and other two were induced to pursue their studies elsewhere; in consequence, the number of undergraduates contemplating the ministry during last session has been but six. The financial statement shows receipts amounting to \$5,954; interest on investments, \$4,730; donations, \$51; fees, \$98; and Government grant, \$1,075; and an expenditure, including \$8,000 for salaries, of \$9,692.12, leaving a debt of \$3,738.12. The Principal, Dr. Macrae, made a stirring appeal in behalf of the college, and was supported in what he said by several other members present. It is said that at the next meeting of the assembly

tangible evidence will be given of its newly awakened interest in an institution which is deserving of support.

With regard to the Presbyterian College, Montreal, Dr. McVicar said: "The attendance of students was good, and fifteen completed their course in the spring. It is encouraging to report that the year ended without debt in the ordinary fund. While the congregational contributions are slightly in excess of those of the preceding year, they come from a very limited number of the congregations of the Church, and the board feels that the college has a claim upon all congregations—a claim which they trust will be recognized in the years to come. They are most anxious, however, that the endowment fund should be increased at an early date. The rapid decline in the rate of interest will materially affect the revenue from this source. All the investments of the college are in a first-class condition. Not only has there never been a loss sustained in connection with any one of these, but a profit of \$4,340.13 has accrued, \$460.38 was earned during the year now ended by the sale of an investment. There is not a single dollar of interest in arrears. The receipts for the ordinary fund were \$15,548.23, of which \$2,246.13 was contributed by congregations, and \$831.76 collected by Montreal friends. The disbursements reached \$15,504.39. For the endowment fund, \$227.50 was received in contributions, and \$8,125.34 as interest from investments. The latter sum was credited to ordinary revenue, leaving a balance on hand of \$191,883.61. It was remarked with satisfaction that the year closed without a deficit, thanks to the generosity of the friends of the institution."

—MASSACHUSETTS is making a strong effort to retain the leadership of the training of teachers. Secretary Hill has issued a circular setting forth the new rules that will hereafter govern the admission of students to the state normal schools. Young men desirous of becoming teachers must have attained an age of seventeen, while girls are admitted one year before that age. This year, for the first time, every candidate must be able to show a certificate from one of the high schools of the state. If they are not able to do so they must show a note from the board of education of their town or city stating that they have followed some approved course of study, the equivalent of a high school education; they are also required to present a certificate of good moral



standing and be prepared to take an examination in reading, spelling, writing, arithmetic, geography, English grammar, physiology, and hygiene, drawing, and history.—*Exchange*.

—ANOTHER evidence of the advance which is being made the world over by the movement in favour of superior education for women, is the fact that the trustees of the University of Pennsylvania have decided to establish a college for women in connection with that university. Colonel Joseph M. Bennett has given four houses on Walnut street, valued at \$80,000, for the purpose. These buildings will be destroyed, and new ones erected in their places. The college will bear the same relation to the university that Radcliffe bears to Harvard and Barnard to Columbia.

—THE law for compulsory attendance in Switzerland is peculiar, though it seems to work well. If a child does not come to school on a particular day, the parent gets a notice from a public authority that he is fined so many francs; the second day the amount is increased; and by the third day, the amount has become a serious one. As a result, there is very little absence from school, though the distances are often several miles. In case of sickness, the pupil is excused; but if there is any suspicion of shamming, a doctor is sent. If the suspicion is found to be well founded, the parent is required to pay the cost of the doctor's visit.—*Canadian Teacher*.

—ANOTHER attack has been made upon the examination as an educational process, and this time the attack is from an unexpected quarter. An exchange says that Professor Ignatieff, a Russian doctor, has written a treatise to show the injurious effects of examinations upon the physical well-being of the examinee. He has conducted many experiments, and concludes that all examinations should be abolished.

## **Practical Hints and Examination Papers.**

### **DISCIPLINE IN THE SCHOOL-ROOM.**

“What a delight teaching would be if there were no discipline connected with it!” exclaims the weary and harassed teacher.

With most persons, who find teaching irksome and exhausting, the cause is really in their lack of ability to

control. Those who possess a native power to command and bring under rule mischievous and rebellious natures are comparatively few. The average teacher needs to add to whatever native power she may possess the use of intentional forethought and certain preventive measures in order to secure a degree of control essential to her success.

For the encouragement of those who are not "born leaders," it may be authoritatively stated that it is possible to greatly improve poor discipline by studying ways and means of winning the obedience and willing co-operation of the pupils. Improvement in methods of discipline should go hand in hand with improvement in methods of instruction, and, in the same sense that careful study and application lead to skill in the giving of instruction, does an equal amount of study and thought lead to skill in discipline.

The item that should first receive attention is to see that *all* the children under a direction or command heed it. It is so easy for the busy teacher to overlook the fact that some of her pupils pay no attention when she says, "Close books" or "Put away your pencils," or gives any one of the numerous directions that are necessary in handling a large class of children. She continues to repeat her commands for the heedless or wilfully disobedient day after day, not discovering that she is cultivating a disobedient *habit* in her pupils. When we remember that education is really the forming of habits—right habits, that shall bring the child into harmony with the highest and best good of himself and his fellows, we perceive that the teacher is doing the child a positive and lasting injury by not leading him into a habit of prompt obedience to her word.

How shall this desired obedience be secured? One helpful step toward it is to pause after a command is given in order to see that all have heeded it. The boy who sees that the teacher never knows whether he minds or not, and the boy who performs the act directed when he gets ready, are the children who most need the training in obedience for the sake of their own future, and who most need to be taught this lesson also for the sake of their influence by example upon the rest of the class. An excellent maxim, then, for the teacher who would improve her discipline is this: "*Never give a command without seeing that it is obeyed.*"



Another very helpful measure is to speak in low, forceful tones, which indicate by their firmness that obedience is expected. A tone or manner that shows doubt on the teacher's part, whether or not she will receive a prompt response, is sure to bring what she seems to expect. High tones and an irritable manner stir up trouble and rarely quell disorder. Authority for which the child feels no respect cannot be helpful in teaching him self-control. Children soon perceive a hasty temper and lack of self-possession in their teacher, if these exist.

A frequent source of confusion in school is the failure of the teacher to remove causes of disorder. One may be sure, if things go wrong, that there is a cause somewhere. If half the efforts were spent in finding and removing it that are spent in reproving and punishing offenders, better results would be secured. Much can be done toward good order by careful forethought. Confusion in a drawing class may be due to poorly-sharpened pencils or broken points ; disorder at the black-board may arise from an uneven distribution of chalk or erasers ; a general restlessness may be due to an uncomfortable temperature in the room. In such cases the teacher, and not the children, is to blame.

Not less important than the securing of control is the maintaining it. There are teachers who gain control one week only to lose it the next through lack of continued vigilance. To rebuke for misdemeanour of a certain kind one week and overlook similar cases the next is a sure way to bring about a relapse into the old condition. A young girl of sixteen who was left, through the death of her mother, with the care of an unruly, younger sister brought that child within a few months into a state of prompt obedience, accompanied by a marked loving regard for this older sister. A friend expressed surprise at the great change in the little girl, and asked the sister how she had accomplished it. Her reply had a deal of philosophy in it, and held the real secret of all control. It was, "If I punish her for a thing one day I always punish her for that offence again if she repeats it, and if I have promised her any pleasure as a reward for good behaviour I see that she gets it." (The severest punishment inflicted on this child by the sister was to make her sit in a certain chair for a stated length of time.) By this steadiness of treatment this young girl of sixteen won commendable control over a wilful,

disobedient child, with whom two or three adults had failed.

The building of character is a work of the will: the child's will must be controlled by the will of an older, wiser person until he has gained judgment and experience whereby to exercise self-control. Discipline that does not tend toward and cultivate self-control is an injury to the character of the child. How carefully, then, should the teacher consider and apply her discipline.—*Educational Gazette*.

## EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS, JUNE, 1898.

### ENGLISH GRAMMAR (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Analyze these lines :

(a) *Each* horseman *drew* his *battle* blade.

(b) Into the valley of death

*Rode* the *six hundred*.

(c) *On* she *came* with a cloud of canvas.

2. Parse the words given in italics.

3. Expand extract (a) into a complex sentence by the addition of any words of your own. Write out extract (b) in prose order; and expand extract (c) into a compound sentence.

#### SECTION II.

4. Define *preposition*, *case*, *pronoun*, *person* and *number*.

5. Name the relative pronouns, and write a sentence in which there is a compound relative.

6. There are six tenses in the indicative mood. In what time is the action of the verb expressed in each tense.

#### SECTION III.

7. What is the past tense of the verbs *found*, *find*, *lie*, *lay* and *see*; and what are the feminine forms of *lord*, *bridegroom*, *widower*, *master* and *nephew*? What are the plurals of *penny*, *brother*, *trout*, *index* and *gas*?

8. What is meant by an adjective pronoun? Into how many groups are they divided? Give an example of each group.



9. Re-write the following composition and make the necessary corrections in spelling and grammar, filling in the words left out :

The——made use of the verry simplest means to——the truth ; he observed verry carefully and made use of his observations. Thus wisdom consists in using properly these powers of——which has been given to us. We ought always decide according to what we are shure is——and proper.

#### DICTATION, READING AND WRITING (FOR ALL GRADES.)

##### *Dictation.*

GRADE I. MODEL SCHOOL.—The first eighteen lines of the lesson beginning on page 53 of the Fourth Reader. This dictation is to be given on Monday afternoon, from 2 to 2.30.

GRADES II. AND III. MODEL SCHOOL OR GRADE I. ACADEMY.—The first twenty lines of the lesson beginning on page 76 of the Fifth Reader. The dictation is to be given on Monday morning, from 10.30 to 12.

GRADE II. ACADEMY.—The paper set by the A. A. Examiners shall be taken by this grade. In giving the dictation, the deputy-examiner or teacher should first read over the whole passage continuously to the pupils, and then read out the sentences phrase by phrase without repetition. No word or portion of a word is to be read out by itself.

##### *Reading.*

FOR ALL GRADES.—For all Grades the deputy-examiner may select any passage within the prescribed pages in the readers, giving 100 marks in each grade as a maximum. The reading may be heard at any time convenient to the deputy-examiner, if the time mentioned in the time-table is not sufficient. The main points to be taken notice of in making the awards for reading are naturalness of utterance, clear enunciation, and proper emphasis. The pupil who takes less than 75 marks in this subject, as in dictation, will be considered as having failed in the subject.

*Writing.*

The paper set by the A. A. Examiners is to be taken only by the pupils of Grade II. Academy ; for the pupils of all other grades any fifteen lines of prose and any fifteen lines of poetry may be written from memory or from the Reader. The general character of the writing of the pupil in all the papers will also be taken into account.

## FRENCH (GRADE I. MODEL SCHOOL.)

## SECTION I.

1. Translate into English :—Il fait beau, aujourd'hui, et j'aime le beau temps. Mon père m'a donné deux pommes hier, et je les ai mangées ce matin. Nous avons trouvé un vieux chapeau dans la maison. Un des élèves de notre école a gagné trois prix. L'hiver est passé et l'été approche.

2. Answer by means of complete sentences in French the following questions : Where did you go last week ? Did your father give you anything yesterday ? How old are you and how old is your little friend ? What are the names of the days of the week ? Do you like to go to school ?

## SECTION II.

3. Place an appropriate French adjective and article before the following nouns : *cheval, fille, garçon, table, robe, chapeau, blouse, livre, plume, élève.*

4. Give the French for : breakfast, dinner, bed, light, morning, noon, midnight, afternoon, son, sun. Give the English equivalents of : *mois, année, journée, chose, vache, chat, chemin de fer, cahier, main, chemin.*

5. Write out two French sentences with at least twelve words in each and translate them into English.

## SECTION III.

6. Translate into French : I have been, he has had, we will go, they have gone, I give, he gives, you are, I love, I see, I cannot.

7. Write out in full with the English any two tenses of each of the verbs *être* and *avoir*.

8. Ask five questions in French and answer them in the same language.



MENTAL ARITHMETIC (GRADE I. MODEL SCHOOL.)

1. What is the sum of  $19 + 65 + 48 + 59 + 35$  ? Ans.....
2. Multiply 648952 by 45 and divide by 9. Ans.....
3. Divide 20 score by 15. Ans .....
4. Multiply 653846 by 21. Ans.....
5. How much is  $\frac{4}{5}$  of  $\frac{5}{8}$  of 5679028 ? Ans.....
6. Subtract from 12 gross of spools 12 dozen. Ans.....
7. How many lbs. are there in 3 tons ? Ans.....
8. How many sq. yards are there in 2 acres ? Ans.....
9. Divide £48 by 2 shillings. Ans.....
10. Multiply 234526 by 1001. Ans.....

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

*Signature of pupil.....*

*Grade.....*

ARITHMETIC (GRADE I. MODEL SCHOOL.)

SECTION I.

1. What number multiplied by  $\frac{2}{9}$  of  $\frac{5}{8}$  of  $3\frac{2}{7}$  will produce  $\frac{23}{84}$  ?
2. Find the value of  $2\frac{2}{5} \times 2\frac{4}{7} \times \frac{2}{11} \times \frac{5}{108} \times 1\frac{7}{15} \times 26\frac{1}{4}$  ?
3. Reduce  $\frac{161}{529}$ , and  $\frac{1147}{1964}$  to their least common denominator.

SECTION II.

4. Four cheeses weighed respectively  $36\frac{5}{8}$ ,  $42\frac{2}{3}$ ,  $39\frac{7}{16}$ , and  $51\frac{1}{4}$  pounds. What was their entire weight ?
5. Bought a quantity of coal for \$140 $\frac{3}{8}$  and of lumber for \$456 $\frac{2}{3}$ . Sold the coal for \$775 $\frac{1}{3}$  and the lumber for \$516 $\frac{3}{16}$ ; how much was the whole gain ?
6. A man, owning  $\frac{4}{5}$  of 156 $\frac{2}{3}$  acres of land, sold  $\frac{1}{2}$  of  $\frac{3}{4}$  of his share ; how many acres did he sell ?

SECTION III.

7. Find the sum of  $69 + 28 + 48 + 56 + 78 + 98 + 32 + 59 + 84 + 27 + 83 + 98 + 45 + 28 + 86 + 58 + 46 + 37$ , and multiply the sum by 679.
8. Divide 571943007145 by 37149, and prove the result by multiplication.
9. A person owning  $\frac{5}{8}$  of an iron foundry sold  $\frac{4}{5}$  of his share for \$2570 $\frac{2}{3}$  ; how much was the whole foundry worth ?

CANADIAN HISTORY (GRADES I. AND III. MODEL SCHOOL.)

SECTION I.

1. Give an account of the campaign of General Braddock.

2. Who were Montgomery and Arnold? Give an account of their expedition.

3. What event led to the decision to separate Upper from Lower Canada as a province?

#### SECTION II.

4. Tell all you know about the battles of Chateauguay and Chrysler's Farm.

5. How did the war of 1812 come to an end? Describe the last event of the war before the Treaty of Ghent was drawn up.

6. What were the causes which led to the Rebellion of 1837?

#### SECTION III.

7. What is a reciprocity treaty? When was there such a treaty between Canada and the United States?

8. Name five events connected with the history of the Maritime Provinces.

9. Name the provinces of Canada and give the dates when they entered Confederation.

### ENGLISH (GRADE I. MODEL SCHOOL.)

#### SECTION I.

1. Write one verse from each of the following poems, and name the author of each:

(a) "Ye Mariners of England."

(b) "Impromptu."

(c) "A Small Catechism."

(d) "The First Snowfall."

2. Name the titles of any ten prose selections read in class during the year, and tell in your own words the story contained in any one of them.

3. Write out in full any *one* of the following selections: "Love of Country," or "The Poet's Song," or "Abou Ben Adhem."

#### SECTION II.

4. Give the meanings of the following words: dexterity, subjection, assiduities, compunctious, formidable, exertion, avalanche, glimmering, ablution, contamination.



5. Make ten sentences of at least fifteen words in length, each to contain one of the words in question 4.

6. (a) Add suffixes to the following words : *punish, cover, subject, govern, oppose.*

(b) Give the principal parts of the following verbs : *creep, shoot, sing, give, shine.*

### SECTION III.

7. Write a short composition on "The Tiger," from the following heads : (1) Where he lives. (2) His appearance. (3) He is a cat. (4) What he lives on. (5) How he is killed.

8. Make nouns out of the following verbs and adjectives : *high, lonely, blind, blow, warm, feel, live, sing.*

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86, "Good Books," paragraph 1.)

### DRAWING, (GRADE I. MODEL SCHOOL.)

1. Draw an equilateral triangle with each side two inches in length and on each side draw a square.

2. Draw the figure of a bird at least three inches in length. (There will be no marks given unless the figure is drawn carefully and in due proportion.)

3. Draw an enlargement of the figure below and complete it with a carefully drawn finishing line. (No ruler or straight-edge is to be used in drawing any of the above mentioned figures. The paper used must be drawing paper cut to the proper size. The finishing line must be in pencil.)

### BOOK-KEEPING (GRADES I. AND II. MODEL SCHOOL.)

#### SECTION I.

1. Rule form of, (a) Day Book, (b) Ledger.

2. Thomas Jones bought of us on account, April 1st, 1898, 10 lbs. of sugar at 6 cts. per lb., 4 bush. potatoes at 50 cts. per bush., 4 bars of soap at 10 cts. a bar,  $\frac{1}{2}$  gal. syrup at 90 cts. per gal., 3 lbs. of tea at 60 cts. per lb. April 12, he pays us on account, \$2.25.

Enter the foregoing account in the ruled form of Day Book.

3. Post the account in question 2, from Day Book to ruled form of Ledger.

SECTION II.

4. Write a receipt for the cash paid on account in question 2.

5. Define—Resources, Liabilities, Balance.

6. Classify as a resource, or a liability, each of the following:—Bills Payable; Real Estate; Cash; Bills Receivable; Balance of account due to others.

SECTION III.

7. Write ten abbreviations in common use in book-keeping, and give the meaning of each.

8. What cash items are entered in the Dr. column of the Cash Book?

9. What will a Cash Book show at any time, if properly kept?

PHYSIOLOGY AND HYGIENE (FOR ALL GRADES.)

SECTION I.

1. (*a*) Name two kinds of matter entering into the composition of bone; (*b*) give a property peculiar to each; (*c*) at what time of life does each predominate; (*d*) Describe the effects of alcohol on broken bone.

2. Name and describe each of the two layers of the skin as to (*a*) position; (*b*) sensitiveness; (*c*) structure; (*d*) function. (*e*) Give the effects of alcohol on the skin.

3. Name the membrane that covers (*a*) the heart; (*b*) the bones; (*c*) the lungs; (*d*) the brain. What are the usual effects of alcohol on the heart?

SECTION II.

4. Explain the following terms: *tonsils*, *epiglottis*, *tendons*, *cerebrum*, *larynx*, *antiseptic*, *désinfectant*.

5. (*a*) Name three classes of foods necessary to nutrition, and give an example of each. (*b*) What change must the food undergo necessary to nutrition?

6. Compare veins and arteries (*a*) as to structure; (*b*) as to appearance of the blood which they contain and the cause



of such appearance; (c) as to direction and manner of movement of the blood therein.

## SECTION III.

7. How may artificial respiration be produced in a person almost drowned?

8. State what remedies you would apply in case of (a) *sunstroke*; (b) bleeding from an *artery*.

9. (a) What is the object of physical culture? (b) Describe briefly the system practised in your school. (c) To what extent are we responsible for the health of our body?

## GEOGRAPHY (GRADE I. MODEL SCHOOL AND I. ACADEMY.)

## SECTION I.

1. Name five large rivers, five capes, five islands and five cities in North America. Tell where they are situated.

2. Name the states of the United States which border on the Atlantic Ocean and give their capitals. (Put the names of states and capitals in parallel columns.)

3. Describe the "Great Lakes," giving their names and location, or describe the island of Cuba.

## SECTION II.

4. Draw a map of the Dominion of Canada showing the boundaries of the various provinces, and giving as near as possible the position of their capitals. (The map must be drawn neatly or no marks will be awarded.)

5. Name the most important railways of Canada and describe the route of one of them.

6. What and where (giving situation as exactly as possible) are the following:—Klondike, Yukon, Edmonton, Vancouver, Rainy, Sault Ste. Marie, Saguenay, Alberta, Cornwall, Sydney, Northumberland, St. Peter?

## SECTION III.

7. Draw a neat map of Brazil, indicating with names all the important features.

8. Give a description of Chili, telling about its physical features, position, exports and other important facts connected with it.

9. What and where (giving situation as exactly as possible) are the following : — Caracas, Horn, Falkand, Cotopaxi, Panama, Negro, Andes, Trinidad ? Mention some fact connected with each.

#### SACRED HISTORY (GRADE I. MODEL SCHOOL.)

##### SECTION I.

1. Write out the words in the Sermon on the Mount which refer to praying.

2. What is the parable of "the talents."

3. Give five of the events in the life of Christ previous to his public ministry.

##### SECTION II.

4. Write out the words of the tenth commandment and of the third commandment.

5. Give any five of the statements of Our Saviour which may be taken as commandments to his followers.

6. Narrate the events that occurred between the Burial of Christ and the Ascension.

#### ENGLISH GRAMMAR (GRADE II. MODEL SCHOOL.)

##### SECTION I.

1. Analyze the following sentence :

Magna Charta may be divided into three parts : the first relating to the affairs of the clergy ; the second relating to the interests of the nobility ; the third and most important providing for the protection of the life, liberty and property of all freemen.

2. Parse all the words in the first two lines of the passage, placing them in a vertical column.

3. "The cruel-minded King John soon lost his popularity." Parse the noun, adjective and pronoun in the above sentence, and give the definition of all the grammatical terms you use in doing the parsing.

##### SECTION II.

4. What are the various kinds of nouns of adjectives and of pronouns ? Give three examples opposite the name of each kind.



5. Give the comparative and superlative forms of the following adjectives : old, hind, ill, late, much, nigh, cold, beautiful.

6. Construct a simple, compound, and complex sentence of twenty words in length, containing each some item of historical knowledge.

### SECTION III.

7. Which are the redundant letters in the English alphabet, which the liquids and which the gutturals. Write three words containing all three letters, namely, a redundant, a liquid and a guttural.

8. Write out from memory the first stanza of "Love's Withered Wreath" or of "The Skylark," and underline all the adjectives.

9. Re-write the following composition, and make the necessary corrections in spelling and grammar, filling in the words left out :

Enrage as the sailers were, and impatient to——there faces towards there——country, this proposition did not apear to onreasonable ; nor did Columbus hazzard mutch in——himself to a term so short.

### ALGEBRA (GRADE II. MODEL SCHOOL.)

#### SECTION I.

1. What is Algebra and what benefit is to be derived from its study ? What is meant by the numerical value of an algebraic expression ?

2. If  $a=2$ ,  $b=3$ ,  $c=4$ ,  $d=5$ ,  $e=0$  what is the numerical value of :—

$$\frac{a^5 + b^2}{d^2} + \frac{d^2}{a^5 + b^2}$$

3. Remove the brackets from the following and give its simplest algebraic value.

$$3x - \left[ -4x - \left\{ 3x - (2y + x - y) + 6y \right\} - 6x \right]$$

#### SECTION II.

4. Add  $a-b+2c$ ,  $3a-4b+6c$ ,  $8c-8a-7b$ , and  $-3a-9b-16c$ , and subtract  $-7abx-cdy+5a^2b^2$ , from  $3abx-6cdy+a^2b^2$ .

5. Multiply  $6x-3y$  by  $4x^2+2y^3$ , and divide  $12a^8+2a^6b^2-40a^4b^4+34a^2b^6-8b^8$  by  $4a^4-6a^2b^2+2b^4$ .

6. Find the continued product of,

$$x+y, x-y, x^2+y^2 \text{ and } x^4+y^4.$$

## SECTION III.

7. Find the sum of  $a-2(b-3c)$ ,  $3\{a-2(b+c)\}$  and  $2\{b-2(a-2b)\}$
8. Divide  $3a^5+16a^4-33a^3+14a^2$  by  $a^2-7a$ .
9. Find what value of  $x$  will make the product of  $x+3$  and  $2x+3$  exceed the product of  $x+1$  and  $2x+1$  by 14.

## FRENCH (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Translate into English :—

Je mets mes livres dans mon sac et je pars pour l'école. Nous avons parlé à monsieur B. quand il a été chez notre oncle. La vieille femme sortit aussi vite que possible pour chercher sa fille. Charles, ayant faim, a demandé un morceau de pain à sa tante. Il m'a promis de me réveiller demain matin de bonne heure. Jean et Marie ont récité assez bien leurs leçons parce qu'ils les ont étudiées hier après-midi.

2. Translate into French :—

How many times have you been absent from home this month? How do you do, Miss Smith? Who gave you that beautiful gold watch? The sky became dark and it began to rain. Give me my hat and gloves, if you please. Thank you. What is your name? My name is  
and I live . (Fill in the blanks.)

## SECTION II.

3. Tell all you know about *gender* in French, as regards nouns and adjectives. Give examples.

4. Write five French nouns that take *le* before them, five that take *la*, and five that take *l'*. Give the English of each noun.

5. Write out four French sentences with at least ten words in each and translate them into English.

## SECTION III.

6. Give, with the English, all the simple tenses of *avoir*, and the future of *donner*.

7. Give, with the English, any four tenses of a French verb of the first conjugation.

8. Translate into French :—



I had. Had you? Will he not give? I have not had. We gave. I never dine at five o'clock. He does not live in Montreal. Be quiet. She is singing. She sings very well.

### MENTAL ARITHMETIC (GRADE II. MODEL SCHOOL.)

1. What is the sum of  $68 + 49 + 38 + 69 + 74 + 82 + 75 + 84 + 96 + 53 + 48 + 46 + 95 + 85$ ?      Ans .....
2. Write down the difference between three thousand and two, and three hundred and two?      Ans.....
3. Multiply 42683 by 121.      Ans.....
4. Divide 67000 by  $\frac{1}{5}$  of 125.      Ans.....
5. When an English six pence was valued at 12 cents, what was the value of 19 shillings in dollars and cents.      Ans.....
6. Reduce 3 tons to lbs.      Ans....
7. Simplify  $\frac{1}{2} \times \frac{3}{4} \times \frac{6}{7} \times \frac{14}{15}$ .      Ans.....
8. Multiply 621232 by 13.      Ans.....
9. What is the product of  $6 \times 4 \times 2 \times 3 \times 6$ ?      Ans.....
10. How much is  $\frac{1}{5}$  of  $\frac{5}{16}$  of 482464.      Ans.....

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

*Signature of pupil, .....*

*Grade, .....*

### ARITHMETIC (GRADE II. MODEL SCHOOL.)

#### SECTION I.

1. Resolve into its prime factors 18902, and find the highest common factor of 102,153, and 255.
2. What number is that which, if multiplied by  $\frac{3}{8}$  of  $\frac{5}{6}$  of 2, will produce  $\frac{7}{9}$ ?
3. If a house is worth \$2450 and the farm on which it stands six times as much lacking \$500, and the stock on the farm twice as much as the house, what is the value of the whole?

#### SECTION II.

4. Reduce 3 miles, 1 fur. 17 r. 2 yd. 1 ft. 8 in. to inches, and reduce 157540 minutes to weeks.
5. Multiply 4 lbs. 10 oz. 18.7 dwt. by 27, and divide 111 bu. 2 pk. 4 qt. by 47.
6. If .125 of an acre of land is worth \$15 $\frac{7}{8}$  how much are 25.42 acres worth?

#### SECTION III.

7. Divide  $\frac{5239}{27671}$  by  $\frac{31}{59} \times \frac{39}{56} \times \frac{64}{67}$ .
8. Divide the continued product of 12, 5, 183, 18, and 70 by the continued product of 3, 14, 9, 5, 20, and 6.

9. A merchant going to New York to purchase goods had \$11000. He bought 40 pieces of silk, each piece containing  $28\frac{1}{2}$  yards, at 80 cents a yard ; 300 pieces of calico with an average length of 29 yards at  $11\frac{1}{2}$  cents a yard ; 20 pieces of broadcloth, each containing 36.25 yards at \$3.875 a yard ; 112 pieces of sheeting, each containing 30.5 yards at  $6\frac{1}{4}$  cents a yard. How much had he left with which to purchase the rest of his stock ?

## BRITISH HISTORY (GRADE II. MODEL SCHOOL.)

### SECTION I.

1. Make a statement of fact connected with each of the following: Julius Cæsar, Claudius, Agricola, Hadrian, and Severus.

2. Who were Edward the Elder, Edward the Martyr, Edward the Confessor, and Edward I.? (The facts given about each must be sufficient to distinguish the one from the other.)

3. Give five historical facts connected with the introduction of Christianity into Britain.

### SECTION II.

4. Write in a paragraph of not less than five or six sentences an account of the "Battle of the Standard."

5. In a similar paragraph for each, tell what you know about the "Good Parliament," the "Long Parliament," the "Rump Parliament" and the "Barebones Parliament."

6. Who was King of England at the time of the founding of the city of Quebec ? Give five events connected with his reign.

### SECTION III.

7. What great events are connected with the following dates : 1066, 1215, 1485, 1629, 1679, 1688, 1815, 1832, 1837, 1867.

8. In a paragraph written on each, tell what you know of the Duke of Buckingham, the Duke of Monmouth, the Duke of Marlborough and the Duke of Wellington.

9. Name the dynasties or lines of sovereigns in British History and draw up a list of the sovereigns of any one of these dynasties with dates.



## ENGLISH (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Who wrote the following ?

(a) " For gnarling sorrow hath less power to bite  
The man that mocks at it and sets it light."

(b) " Our earth has not grown aged  
With all her countless years."

(c) " Work ! and the clouds of care will fly,  
Pale want will pass away."

(d) " Is fame your aspiration ?  
Her path is steep and high."

Give the title of the piece from which each extract is taken.

2. Write out in full the poem from which any *one* of the above extracts is taken.

3. Name the titles of ten prose selections read in class during the year, and tell in your own words the story contained in any *one* of them.

## SECTION II.

4. (a) Give the verbs from which the following nouns come : *traveller, assistance, confusion, persuasion, government, invasion, resolution*.

(b) Give the meanings of these words.

5. Write seven sentences of at least fifteen words in length, each to contain one of the words in question 4. Use each word as the subject of a sentence.

6. Give the meaning and derivation of the following words, and mark the accented syllable in each word : *salary, exiled, propel, beverage, stimulated, pondered, promote*.

## SECTION III.

7. Write short notes on :—(a) "Magna Charta." (b) "Joan of Arc." (c) "Robert Bruce." (d) "Nelson."

8. Tell the story in your own words of the message of Paulinus to King Edwin, from the following heads :—1. The pale, dark Roman missionary. 2. The ruddy, fair-haired English king. 3. The message. 4. How received. 5. The old warrior's comparison of life. 6. His reason for accepting the new faith.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV, page 86, "Good Books," paragraph 1.)

#### DRAWING (GRADE II. MODEL SCHOOL.)

1. Draw a square three inches in dimensions. Then draw its diagonals and diameters. Bisect its semi-diameters and join the angular points of the square to the nearest middle points of the semi-diameters. Complete the figure as a star by joining the extremities of the diameters.

2. Make a picture of your school as seen from the outside. (No marks will be given for this if it be carelessly done.)

3. Enlarge the figure below and complete it with a carefully drawn finishing line. No ruler or straight-edge must be used in drawing any of the above. Only a pencil is to be used in making the finishing line. The paper used is to be drawing-paper cut to a convenient size.)

#### LATIN (GRADE II. MODEL SCHOOL.)

##### SECTION I.

1. Translate into English:—Multi erunt pauperes qui divites fuerant. Augustus octavus est anni mensis. Præmia diligentiae sunt grata discipulis. Auxilium meum reipublicae non profuit. Equitum multitudo exercitui nostro proderit. Custodes miseræ puellæ fuistis. Nihil est melius quam sapientia. Æstate dies longiores sunt quam noctes. In acie multi pedites erant. Homines in domibus sunt, bestiae in silvis.

2. Translate into Latin:—There were many poor people in the hall. June is the sixth month of the year. The pupils' prizes were among the master's books. The general's wisdom gives courage to the soldiers. The old man gives gold and silver to the young men.

Vocabulary.—*Dives*=rich; *mensis*=month; *præmium*=a prize; *prosum*=do good to; *eques*=a horse-soldier; *custos*=a keeper; *æstas*=summer; *nox*=night; *pedes*=foot-soldier; *domus*=habitation; *fortitudo*=courage; *senex*=an old man; *juvenis*=a young man.



## SECTION II.

3. Decline in full the first three words in the vocabulary, giving the English as well.

4. Parse in full all the words in the last sentence of question 1.

5. Write out the numerals from thirty to forty.

## SECTION III.

6. Write out in full with the English as well, the pluperfect tenses indicative and subjunctive of the verb *sum*.

7. Give the translation of the following parts of the verb *esse*, namely, *esto*, *este*, *estote*, *fuisse*, *fore*, *futurus*.

8. Give three nouns of the first declension that are masculine, three of the second declension that are feminine, and three of the third that are neuter, with the English of each.

9. Quote any three rules of syntax you have learned in connection with Latin construction and give examples.

## GEOGRAPHY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Name four peninsulas, four large islands, four important rivers and four capes in Europe, and say where they are.

2. Write a description of France, telling all you know about its inhabitants, physical features, government, and giving any important facts you may think of.

3. Name the countries of Europe with their capitals. Write the names in two parallel columns.

## SECTION II.

4. What and where (giving situation as exactly as possible) are the following: Sardinia, Malta, Gibraltar, Biscay, Zuyder Zee, Man, Maelstrom, Balearic?

5. Write a short note on each of the following, giving some important fact: London, Paris, Glasgow, Tiber, Crete, Ætna, Dover, Genoa. Where are they?

6. Explain the geographical terms: Longitude, latitude, peninsula, river, steppes, channel, bay, glacier.

## SECTION III.

7. Name six large towns in England, six in Scotland, and six in Ireland, and tell where they are situated.

8. What are the chief industries of the British Isles, and name as many towns as you can connected with each.

9. Draw a map of England, marking the most important features. (The outline must be at least five inches long and be neatly drawn, otherwise no marks will be given.)

## SACRED HISTORY (GRADE II. MODEL SCHOOL.)

## SECTION I.

1. Give an account of Cain's posterity.

2. What was the "Battle of the Kings," and who was Melchisedek?

3. Narrate the events connected with Jacob's visit to Padan-aram.

## SECTION II.

4. Draw a map of part of Arabia in which the children of Israel wandered for forty years. Insert the chief stations where the Israelites sojourned.

5. Describe the ten plagues that befell the Egyptians before Pharaoh suffered the children of Israel to leave his territory.

6. What is the story connected with the fate of Korah, Dathan and Abiram?

## SECTION III.

7. What was Jotham's Parable?

8. Write a paragraph of not less than five or six sentences describing the last days of Samson.

9. Give an account of the Siege of Samaria in the time of King Ahab.

**Correspondence.**

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—With reference to Mr. A. H. Craig's problem given in the April number of the EDUCATIONAL RECORD, the following solution seems to me to be as nearly



arithmetical as solutions to such problems generally are.

Let the straight line AB represent the distance, 40 feet. From the point A draw the straight line AC perpendicular to AB and long enough to represent 120 feet. Join BC, and from the point B draw the straight line BD, making, within the triangle ABC, and with the straight line BC, the angle CBD equal to the angle BCA; and let BD meet AC at the point D. From the point D draw the straight line DE to meet BC at right angles in the point E. By means of this construction it can easily be shown that D represents the point at which the pole must be broken; that the length of BC equals  $\sqrt{120^2 + 40^2}$  which equals  $40\sqrt{10}$ ; that, BC being bisected in the point E, the length of CE equals  $20\sqrt{10}$ ; and that the triangle CDE is similar to the triangle ABC; therefore

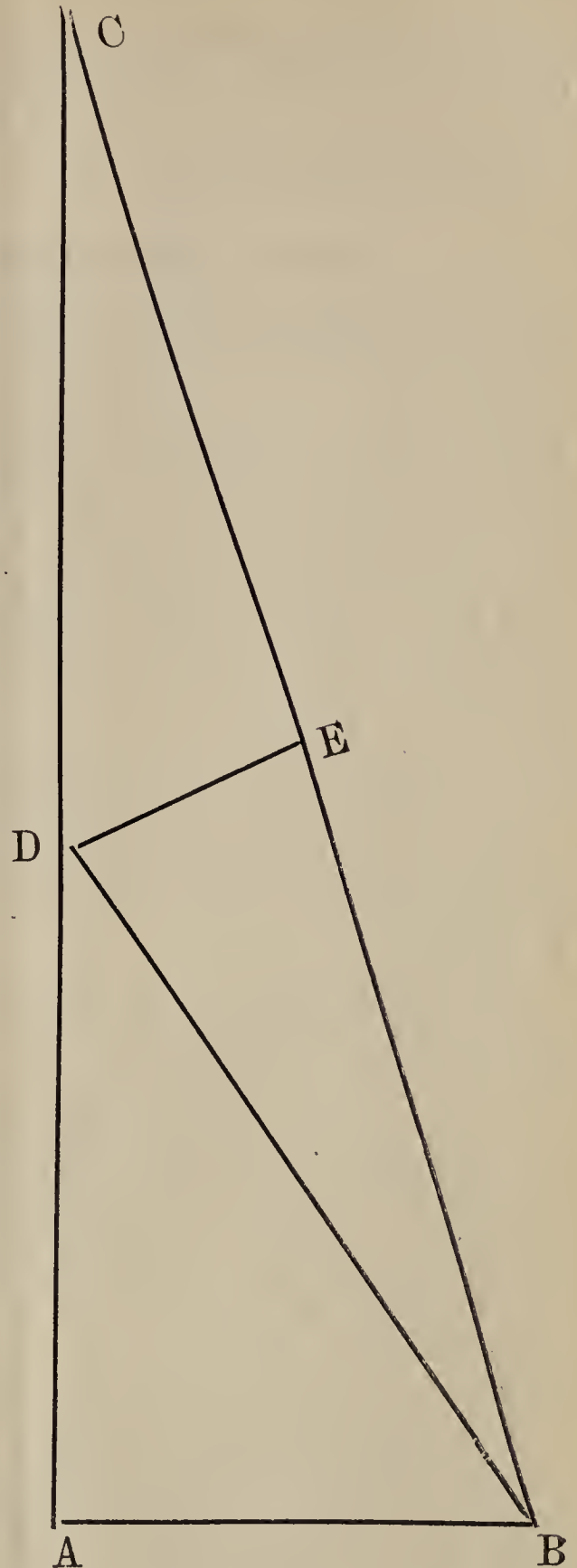
$$DC : CE :: BC : CA$$

that is

$$DC : 20\sqrt{10} :: 40\sqrt{10} : 120$$

Therefore the length of DC equals  $\frac{20\sqrt{10} \times 40\sqrt{10}}{120}$  ft. which equals  $\frac{200}{3}$  ft. or  $66\frac{2}{3}$  ft., and the required length, that of AD, equals

$$120 \text{ ft.} - 66\frac{2}{3} \text{ ft. or } 53\frac{1}{3} \text{ ft.}$$



Should you find this solution serviceable in any way, please make what use you like of it.

Respectfully yours,

Quebec, May, 1898.

D. A. D.

### **Books Received and Reviewed.**

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* for July reflects great credit upon the editor and publishers. The frontispiece is an excellent portrait of the late Sir Adolphe Chapleau, and feeling reference is made to his death in the editorial page. There are several excellent articles of general interest, including "Bank Returns: What they Teach," "The Postage Stamps of Canada," and "Literary Criticism: its Scope and Effect." Fiction is well represented. Fergus Hume's serial "Hagar of the Pawnshop," is brought to a close, and the announcement is made that its place will be filled by a new story by Edgar Maurice Smith, a young writer of this province, who is coming to the front as an author of fiction.

The July number of the *Ladies' Home Journal* is devoted to President McKinley, the cover representing him on horseback with the presidential flag as a back ground. The anecdotal biography of the chief executive is very interesting. Victor Herbert's composition, "The President's March," is likely to become popular. Julia Magruder's entrancing serial, "A Heaven-Kissing Hill," loses none of its interest as it draws to a close. The "departments," which make the *Journal* so prized in the home, are, as usual, well filled with useful information of all kinds.

The June *Atlantic* contains a most timely editorial article entitled "Our War with Spain and After." Several brilliant short stories and a well-filled "Contributors' Club" help in no small measure to make it a splendid number.

The *Hesperian* for July-September is to some extent a war issue. Instead of its usual sombre cover it has one in three colours, which, in our humble opinion, detracts not a little from the staid appearance of Dr. de Menil's progressive little quarterly. The leading articles refer to Cuba and the present trouble over that island; and the "Literary Wayside" is as good as ever.



The July number of the *Monist*, edited by Dr. Paul Carus, is a veritable "feast of reason." Professor Lloyd Morgan discusses the "Philosophy of Evolution," and Canon Low, a Canadian, writes of "God in Science and Religion." The *Monist* is published by the Open Court Publishing Company, Chicago.

The *Atlantic Monthly* for July contains a sympathetic editorial notice of the late Hon. W. E. Gladstone, in which an attempt is made to fix his place in history. Besides this there are several articles on topics of national and international interest at the present time; there is also a poem by Bliss Carman. "English Historical Grammar," by Professor Mark H. Liddell, is well worth reading; and Gilbert Parker's serial, "The Battle of the Strong," gains in interest. The *Atlantic* is published in Boston by Houghton, Mifflin and Company.

THE WONDERFUL LAW, by H. L. Hastings, Editor of *The Christian*, Boston, is a most valuable treatise on the Law of Moses. Mr. Hastings looks at the code from a variety of standpoints, and the result is an investigation which cannot fail to interest all into whose hand the book may come. Into the short compass of less than two-hundred pages a great deal of truth is compressed, and this truth is set forth in a most attractive manner. Mr. Hastings publishes the book himself at 47, Corn-Hill, Boston, Mass.

THE KING'S JACKAL, published by the Copp, Clark Company, Toronto, is Richard Harding Davis' most recent bit of fiction. The story is shorter than "Soldiers of Fortune," and although it does not possess all the charm which characterized Mr. Davis' former novel, it is, nevertheless, an attractive little tale, and the reader will follow with the deepest interest the fortunes of the bankrupt King Louis. Archie Gordon, the newspaper correspondent, and the Prince Kalonay, are pleasing characters, drawn in the true Davis fashion. "The King's Jackal" is illustrated by Charles Dana Gibson, and the pictures add interest to the story.

### Official Department.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased to appoint, on the 15th of April instant, 1898, Mr. Aimé Des-

noyers, school commissioner for the school municipality of Notre-Dame de Montfort, county of Argenteuil, to replace Mr. D. Porcheron, who has left the municipality.

23rd April.—To appoint Mr. Peter Munroe Hayes, school commissioner for the school municipality of Shefford, county of Shefford, to replace Mr. John T. Booth, whose term of office has expired.

23rd April.—To appoint Mr. Hercule Ladouceur, trustee of the Roman Catholic school municipality of the village of St. Andrew, county of Argenteuil, to replace Mr. Joseph Thibault.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 23rd of April (1898), to detach from the school municipality of Saint Polycarpe, county of Soulanges, the following cadastral lots, to wit: From and including No. 197 to No. 575 included, and to erect them into a distinct school municipality, under the name of "Bourbonnais".

23rd April.—To detach from the school municipality of "Temiscamingue", in the county of Pontiac, the village of "Ville-Marie", and to erect it, under that name, into a separate school municipality with the same limits that are assigned to it by the proclamation of the 13th October last (1897).

*Boundaries of school municipalities.*

23rd April.—To annex to the school municipality of Saint Grégoire le Thaumaturge, that part of Saint Denis ward, of the city of Montreal, comprised previously to the order in council of the 20th of January last (1898), in the said school municipality of Saint Grégoire le Thaumaturge.

This annexation to apply to Catholics only.

23rd April.—To detach lots 39, 40, 41, 44 and 45 of the first range of Clapham township, from the school municipality of Clapham, Pontiac county, and to annex them to the school municipality of Leslie, same county, for school purposes.

5th May.—To detach from the municipality of Saint Samuel de Gayhurst, county of Beauce, the following territory, to wit: Lot No. 27 of the first range of the township of Gayhurst, and lot No. 26 of the second range of the said township, going to the Grand Line, which



separates the townships of Gayhurst and of Dorset, and to annex them for school purposes to the municipality of Saint Ludger, in the same county.

The foregoing erections to take effect on the 1st July next (1898).

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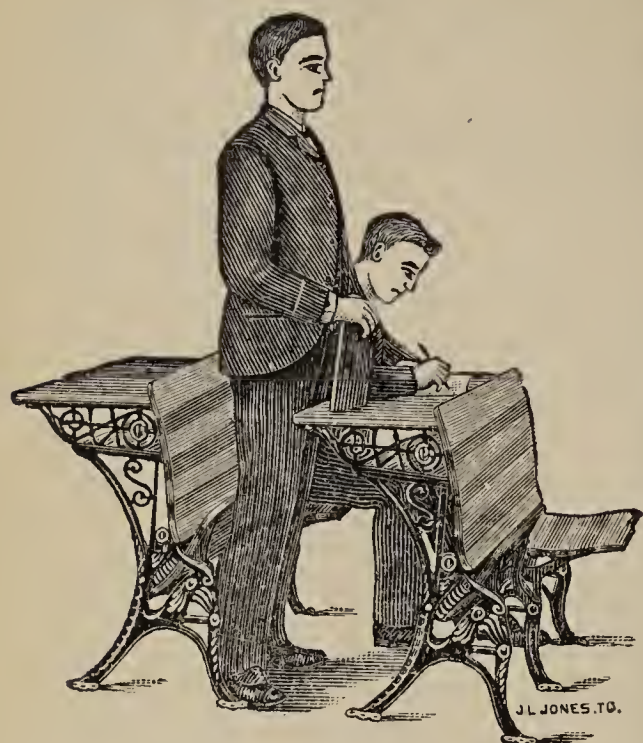
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THE  
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Nos. 8 & 9.      AUGUST-SEPTEMBER, 1898.      Vol. XVIII.

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**Articles : Original and Selected.**

USE OF MAPS IN TEACHING GEOGRAPHY.

From an interesting and practical paper by Professor H. G. Seeley, the noted English geographer and teacher, read before the College of Preceptors, London, we take the following extracts. The paper was illustrated by ample references to the surface geology and relief features of the island of Great Britain, which, of course, we omit. The general suggestions of the article indicate plainly the trend which the best geographical teaching is taking, a trend which the average teacher is slow to follow, for the main reason, probably, that she has not enough practical acquaintance with the elements of geology. Professor Seeley's paper serves somewhat as a guide-book as to the points on which the teacher needs to pick up information and which she needs to notice when studying a landscape.

Nothing demonstrates the dependence of human affairs upon law more certainly than the facts of historical geography when they are considered in unbroken sequence. And it is quite possible to teach this subject with the aid of maps, so that the best and most complete knowledge shall be available for the student. The teacher must fail, however, who attempts to cover the entire field. School-life is too short for any pupil to work thoroughly through so vast a subject. Historical geography can only be profitably considered in direct connection with history. Difficulties vanish when the field of work is restricted and the nations

studied are selected as types of races or of geographical changes which have gone on in other countries. Italy, in the records of diverse races out of which its population has become welded, with its Normans in the south, Teutonic Lombards in the north, Burgundians in the west, and Slavs in the east, offers evidence of the meaning of a political map which is not inferior in interest to Germany or Russia.

This method of teaching geography, by types, long since had to be introduced in other departments of knowledge. The botanical student no longer studies the history of the different palms or coniferous trees, but is content at the outset to know the characteristics of a conifer, or palm, or grass, and its differences from other types, because he needs a solid foundation upon which his future attainments may be built, and, also, because his seed-time of student life is too short to permit of any part of it being wasted in acquiring generalities which will not form a part of the ultimate fabric which education is to build. It is not too much to say that the whole of the natural history sciences owe their modern development and importance in education to the loyalty of teachers in accepting these inevitable limitations to their work. So that, instead of training a promising youth here and there with a view to his possibly becoming a naturalist, they have trained multitudes of students into varied powers of seeing and thinking about the facts of life which are at hand around us. The kind of result is to be desired, not only in relation to historical geography, but for every branch of the subject.

In the classification of knowledge it is possible that these two subjects (historical and commercial geography) may be some day combined, under anthropology, into a logical history of mankind, in which the national and international relations of people may be considered in their cause and effects, and be recognized as based upon that scientific physical geography which offers its results at the hands of the map-maker, and is probably the largest store-house of fact based upon observation which any science contains. This is the end towards which the historical and economic branches of geography tend to converge.

The ultimate record of all geographical work is a map. It is a picture of the earth's surface drawn direct from nature, with varying degrees of precision and on varying



scales. It is designed to be a substitute for direct observation of nature. And the first necessity for every learner and teacher is to realize that the lines upon a map which represent the physical features of the earth are put down because they have been actually observed and drawn to scale. Probably no one realizes what a coast line means until he walks with compass and note book in hand round some part of the coast, and sketches its contours from nature; and then compares, day by day, the results of his rough work with the accurate results recorded on the map which he carries in his pocket, which also gives names of inlets and headlands which are examined. The hills of a country are not very intelligible without being examined in the same way, for I am not acquainted with any way in which an attempt is made to give an adequate idea of their distribution.

A map presents to the eye things to be seen, and it is a chart exhibiting what may become fields of personal exploration. It is desirable that a little work of this kind should be accomplished by every teacher. I do not mean that he should merely be able to give an account of his holiday travel, in seeing a bit of the Severn or the Rhine, a glacier in the Alps or a loch in Scotland, but that he should deliberately qualify for teaching by practical observation in the field, which is as necessary for the understanding of a geographical fact as is experiment for the understanding of the nature of a chemical compound. It is certain that whatever impressions we form of distant places, perhaps never to be seen, will take their tone from our knowledge of phenomena which may be classed as belonging to the same general kind or type which is near at hand. On this account we do well to recognize that the observable facts of nature admit of being classed, in so far as the physical features of the earth are concerned, into such groups as plains, mountains, hills, valleys, rivers and lakes, and the coast line. I designedly put the plains and mountains first, because they are the most widespread of geographical elements in a country, the most ancient parts of the earth's surface, and the elements which determine the existence of the hills and coast line. All these facts are very fully recorded upon maps, and, if the maps are good enough, there is no reason why a pupil should not acquire a very competent knowl-

edge of geography from study of such pictures of the earth. He cannot possibly acquire such detailed knowledge of the whole of our country, for the labour is too great. Nor is it desirable to master the geography of any one of the unnatural divisions of Britain, such as counties or parliamentary districts; but it is quite possible to learn a good deal about the hills and valleys of a single natural division. The coast line emphasizes what the plains and hills have made clear—that, although the wearing power of water is comparatively uniform, the varying durability of the rock is the cause which determines the details in form of the shore.

This kind of knowledge cannot be gained from books completely, because the durability of a rock often depends upon the nature of the cement which binds its particles together. And this cement may be absent or changed in a distance of a few miles; so that the rock which in one place forms a hill or headland, in another place may form a bay or valley. Still it needs very little knowledge to be aware that the man who can read the main teachings of a geological map has mastered the main outlines of a country's physical geography.

I have never doubted that the reason why so many of the great geographers in past times have been geologists has been that the structure of the earth shows itself upon the surface, demonstrated in hill ranges, valleys, or mountains, intensified in clearness, so that the geographical features are manifest expressions of geological facts. The geologist in making his map has not only to observe the general features of the surface, but to walk over every portion of it, so as to be certain that there is no geographical fact whose geological cause is not clearly perceived.

I do not suggest that the student should delay learning geography till he has learned geology, but only that he should base his knowledge of the geographical map upon a knowledge of the geological map. This is a very different thing. In the kindred subject, physiography, it is not necessary to delay till a mastery has been attained of astronomy, physics, chemistry, geology, and biology, all of which contribute in some degree to an intelligent grasp of the processes of Nature's work now going on upon the earth's surface. The amount of geology which is necessary for a comprehension and reading of the geological



map is no more than is required in physiography, though the kind of knowledge is dissimilar.

The advantage of requiring this geological basis for geography is that it converts the otherwise unintelligible facts which the geographer observes into logically dependent parts of natural processes. It changes what was a mere effort of memory into a reasoning process which affords excellent mental discipline. This can be seen by superimposing one map upon the other; or, better still, by comparing them side by side, when they will be found mutually helpful. The geological map furnishes the causes, and the geographical map supplies the details of elevation and configuration of the ground, which have no obvious relation to the distribution of the different kinds of rocks.

Many years since, I conceived the possibility of combining this fund of geographical knowledge and exploration which the new ordnance survey affords with that which may be obtained from a geological map; and, to bring about an appreciation of the possibility of combining them so that geography could rest upon geology, I have conducted the weekly excursions of the Field Class to accessible places in the London district where the relations of geography to geology could be practically seen. My method has been, during the past eleven years, to prepare as far as possible a geological map and a geographical map, so that both should be in the hands of each member of the class. The map is always limited to the immediate district which is seen, and a mile or two to the north and south, or east and west, as the case may be. These excursions have been planned to illustrate the nature and structure of river valleys and river gorges, escarpment valleys, escarpment ranges of hills, isolated hills, and the plains out of which these features have been carved by denudation. This kind of practical knowledge may, I believe, be imparted in some degree by a large number of teachers who are engaged in secondary education; and I believe that the result would justify the teaching in their case, as it has done in my own experience.

The first point which I urge is that the subject should be considered with the object of giving the learner a better knowledge of geographical facts in general, by giving him as good a knowledge as possible of a few physical features, which may be taken as types of similar features

in other parts of the country. This theory of types of what I term geographical structure, raises the standard of geographical attainment to the highest practicable level; so that the learner attains a basis of comparison between his knowledge of some hills or valleys or rivers and his ignorance of others, which is calculated to stimulate and train habits of observation and reflection that will have an enduring influence. At the same time, the study of geographical types does not augment the amount of work which the pupil must perform, but rather enables teacher and pupil alike to realize that geography is a matter of reasoning, observation, and mental discipline, which claims more serious consideration than it always receives, I propose to illustrate the nature of this use of maps by examples taken from my own teaching experience.

Many years ago I wandered into a quarry at Pelm, near Gerolstein, in the Eifel district of Germany. The quarry was in the Devonian rock, which we know as the Eifel limestone, very similar to the Plymouth limestone, which is found near Torquay. Asking the first boy if he had any fossils, I was astonished at the reply that he had nothing but a few Trilobites, which all belonged to the genus *Phacops*; but that, if I went to the *Gasthaus*, the landlord had plenty of corals, *Cyathophyllum*, and other kinds. On inquiry, I found that this lore had been gained in the primary village school; and that the distinctive feature of German education, beginning with the lowest round of the ladder, has been to train every child in observing, by teaching him to see the things around him, and make them matters of daily thought. We have a country which lends itself more readily to detailed observation than does the surface of Germany, and there is no reason that I can discover why the physical features of Britain should not be the means of creating the scientific instincts and aptitudes, through the medium of geographical training, in every child who comes under a public teacher's care. And I believe that we cannot afford to neglect this advantage in competition with other peoples. Frequently the larger part of the teaching must be given from maps, with only an occasional glimpse of nature. But maps such as those which I refer to and use are the most perfect pictures of nature that it is possible to devise.

I am urging that the method which can be followed



with most advantage in geographical teaching is to gain a little real acquaintance with those phenomena of nature which are immediately around the place where education is carried on, mainly because what is seen day by day becomes thought over week by week and year by year ; so that whatever educational superstructure can be raised on that foundation by the skill of teacher or enthusiasm of pupil should be given the best chance possible of developing the mind.

It is difficult to realize the work of the sea in leveling the land in past geological times when its surface was submerged, without recognizing that excavation must have gone on on the surface of what is now dry land similar to that which is forming Filey Brigg and Filey Bay on the Yorkshire coast. It may not be possible to separate the work of the sea from the work of frost and snows, rain and wind, with the precision that is to be desired. But we should overlook the evidence of facts if we attributed the conditions of the shore entirely to the sea, and the conditions of the interior of the country entirely to the agencies which are now seen to affect it. The relative durability of rock, and the direction in which it extends in consequence of being folded, are not always sufficient to determine whether submarine or sub-aerial agency has been at work. For, while the latter appears always to follow and never to interfere with the folding of the strata, the coast of the English Channel only follows in a very general way the east to west direction which the geological deposits take ; and along the Yorkshire coast every stratum is cut across by tidal denudation, at right angles to the direction of its extension, to form the cliffs in the line of the sea-shore. And this want of regard for the difference of geological deposits is one of the characteristics by which the work of the sea is in many cases recognized. If the English coast were explained with the aid of the geological map alone, there would be few features in its form and contours for which adequate reasons could not be given. But, when to this record of structure the use of the contour map is added, the headlands appear of their true relative height, and the recently uplifted flats are separated from ground which has not been leveled in the same way.

This method of study of the geographical phenomena of the country by means of typical examples of its physical

features, I desire to see taking the place of less exact and, as I believe, less useful methods of geographical teaching now current in text-books. I commend it to my fellow-teachers, not as a theory, but on the basis of my own practical experience with many generations of pupils. I am led by that evidence to believe that difficulties which may have to be overcome are not inherent in the nature of the materials, or in the power of the learner to appreciate the interest of the maps and sections compared.

It is always a difficult matter to determine the limit of time which should be placed upon such generalities of study as the form of the globe, of the continents, of our own islands, and to fix the precise age at which the study of the local geography, by means of these maps, comparing rock structure and surface form, can be best commenced with advantage. This is a practical matter which must often be solved quite as much by the conditions of local geography as by the judgment of the teacher.—*The Intelligence*.

### Editorial Notes and Comments.

AT the commencement of another scholastic year, the EDUCATIONAL RECORD extends the right hand of fellowship to its many friends among the teachers of this province. Let us, one and all, look forward to a year of good honest work in the cause of education. The season of rest and recreation which has just come to an end should have had for result, that strength and alertness of mind and body which can alone make our efforts fruitful of good works. The RECORD has reason to hope that it will receive more abundant encouragement at the hands of its readers during the coming year than it has had in the past, more than one of our teachers having evinced a willingness to contribute to its pages. All are welcome to avail themselves of the opportunity afforded by the RECORD of extending a helping hand to their fellow-teachers.

—SPEAKING editorially of the proposed Canadian Educational Bureau, the Montreal *Witness* says: "Dr. Harper, who is Inspector of Superior Schools in this province, proposed to the Dominion Educational Association at its recent meeting at Halifax the formation in Canada of a National Bureau of Education somewhat after the model of that



which has existed in the United States for thirty years. In that country, education is a matter exclusively of state control, as in Canada it is a matter exclusively of provincial control. Any interference with this principle would, Dr. Harper admits, be revolutionary, and is therefore not to be thought of; but there is much to be gained nevertheless from the creation of such a department; much good has resulted to education among our neighbours. Dr. Harper finds in our governmental system a shade of parallel for his proposal, in our having a national department of agriculture, although the provinces have also departments of agriculture, with whose proceedings it has no right to interfere. Dr. Harper takes as the groundwork of his proposal the self-evident proposition that anything that will tend to assimilate the people of Canada to each other will necessarily create a higher national life. It is an established fact that communities living within touch of each other do tend to assimilate. Only separation can check this process rapidly going on among the peoples of the world. The operation of such a national bureau would be to bring the educationists and educational systems of the various provinces into touch with each other and with those of the rest of the world.

“It was in the United States a national educational organization similar to the Dominion Educational Association which first memorialized the government of that country in favour of the establishment of such a bureau. According to that memorial, what the association looked for from such a bureau was, among other things, uniformity in school statistics and generalizations from these that would evolve national educational standards, the constant comparison of the results of different systems, both within and outside of the United States, the diffusion of the latest knowledge as to educational experiments the world over, and of higher conceptions of the value of education. These hopes may be said to have been fulfilled by the working of the educational bureau; the educational system of the United States, though independently controlled in every state, may well be spoken of as a national system, and one which tends greatly to nationalize the people. How far a similar plan would be possible or would work out the same ends in Canada is still a question. The United States had no serious difficulty as to the cost of the service, such as we would

have. That country is much bigger and is rich. At one period its financial problem was how to dispose of the money which a high tariff was pouring into its coffers. This plethora resulted at one time in the distribution of forty-two millions of dollars to the school systems of the various states, besides vast appropriations for the education of dependent peoples. The American bureau had a larger and less diverse group of systems to focus and encourage than a Canadian one would have. One of the chief features of the Washington bureau, which is a sub-department of the Department of the Interior, is the annual publication and widespread distribution of a report which is in large measure a free educational magazine, supplied with scholarly articles on educational questions adapted to the practical use of educationists. If, on the one hand, there may be the tendency to throw aside this blue book with the rest, as things got for nothing so often are treated, on the other hand, the articles it contains, having the sanction of a competent national department, will, when read, be received with more respect than similar ones in an ordinary educational magazine. Much of the work done for this American report would do equally well in a Canadian one. As far as we can see, Dr. Harper's proposal is an excellent one. The only question is one of financial possibility."

—It was, indeed, a surprise to see Dr. W. T. Harris's name figuring as one of a committee of the National Educational Association, which recommended the following "simplified" spellings: Program—(programme); tho—though); altho—(although); thoro—(thorough); thorofare—(thoroughfare); thru—(through); thruout—(throughout); catalog—(catalogue); prolog—(prologue); decalog—(decatalogue); demagog—(demagogue); pedagog—(pedagogue).

Even though some of these unconventional forms may be winked at, *thoro*, *tho*, and *thru* are, to put it mildly, inexcusable, the National Educational Association to the contrary notwithstanding.

—AN attack has been made upon the blackboard by one of our exchanges, which says: There is no feature in the schoolroom that makes it look so "schooly" or makes schooliness so repellent as the blackboard. Chalk marks are as distinct on any other dark surface as on black, and there is no need here of clinging to hideousness. The blackboard offends the home sense of the children as well



as the æsthetic sense of the teacher. A revelation is breaking on some school authorities least bound by tradition that is resulting in the tasteful colours for the writing board. Some tint that is warm, soft, dark and rich, laid in a broad band around the classroom, would add homeliness instead of "schooliness" to the place in which the children's tastes and faculties are to be developed. Oculists should be consulted as to the colour selected. It should be a restful tint. The other colours in the room should be brought into harmony with it.

—A WRITER in *The Intelligence*, speaking of how an educational paper should be read, gives the following advice: Do not discard an educational journal because in the first hurried perusal of it you find nothing adapted to your grade. Many times a teacher will throw down the paper and say that the schools we read of are all model schools and ours is always such a hopeless school, with no brains, no apparatus, no encouragement and no satisfactory remuneration. No article appears that you cannot derive some good from it. Listen attentively to it as politely and as considerately as if the writer of it were calling upon you and seated before you. Do not at the end of every paragraph mentally disagree and say, "How unpractical." "That does not apply to my school." "How could I possibly do that?" "How useless!" If tempted to find fault with every paragraph, then you may be sure there is a greater fault in yourself than any you can discover in the writer. Too often a paper is snatched up in a hurry when a teacher is tired or nervous. Nothing goes right at such times. Will an educational journal soothe and comfort you when nothing else can? A brisk walk or ride is what is needed at such a time. Take it, then read the educational journal afterward.

—A RECENT number of the *Educational Review* contains an article by the Hon. Mr. Longley, Attorney-General of Nova Scotia, embodying his idea of "the one thing lacking" in present-day educational systems. The article makes such interesting reading that we reproduce it at length. Mr. Longley says:

We are accustomed to speak in terms of comfortable self-satisfaction of the present status of our public school system, and fairly so. It has indeed developed wonderfully; we have better school-houses, better teachers, a better cur-

riculum, and, what is most important, we have extended the system to such a degree that it now embraces almost every child in the community. The number of illiterate people in the next generation will be extremely small.

Of course those who entertain the most exalted opinions of the efficient character of our free school system, will recognize the fact that it can be improved, and if one were asked to point out deficiencies, the general response would be that our school-houses might be better, our school grounds greatly improved, the school apparatus be made more efficient, and the standard of teachers made higher, and a more practical turn given to the subjects taught. All these constitute the commonplace needs and the orthodox improvements.

We have heard of a dialogue between a great religious teacher and a self-satisfied young man who had kept the letter of the law from his youth upwards, and who was completely staggered and made conscious of his nakedness by a simple retort: "One thing thou lackest; go sell all that thou hast and give it to the poor." The essence of this incident is found in the fact that the model young man was deficient in a proper appreciation of the high spiritual motives from which all conduct should spring.

The parable seems in a most marked and notable manner applicable to our common school system. If I were called upon to point out its great deficiency, I would name its lack of a keen and constant appreciation of the true ideal of life, and a failure to constantly recognize the vital importance of character building.

The aim of the common school system at its present high development is to make scholars. This is not enough. A body of boys and girls can, with pains and care, be made to pass examinations; indeed, with superior skill on the part of the teacher, they can be made to pass splendid examinations, to illustrate phenomenal mental development. But this, I venture to submit, is not enough. All this perfect scholarship is entirely consistent with an absence of moral sense, and what is even more important, consistent with an entire absence of any regard to those things which relate to the immortal destiny of the race.

Viewed irrespective of the vast relationships to the mere spiritual side of life, which can never be ignored, or never fail to be the transcendent question among men, and,



regarded merely from a practical point of view, it is as well to have it understood that the highest aims of our system of public instruction are not realized by mere mental training. The state looks to its school system for the development of its citizenship, and no great citizenship is possible without the cultivation of moral qualities and, indeed, spiritual qualities as well. To be a mental automaton, capable of parsing sentences, mastering the power of numbers, and perfectly versed in history and science is not necessarily to be a useful or a good citizen. The nation requires men who are capable of higher things than purely mental endowments will afford. We need men with consciences in order to perfect our system of self-government, men with high spiritual qualities in order to evoke patriotism, heroism and nobility of character. Truth and honesty, justice and virtue are qualities that must thoroughly permeate a community before we can have what is highest and best in human citizenship.

The development in the direction I have indicated must come in through and by the teaching profession. By some process we must get men and women presiding over the common schools who will not feel that their duty is achieved when they have secured the average standard of scholarship. The supreme need of our educational system is the unceasing and painstaking effort of men and women who will realize that their first duty is character building, and that along with the lessons in arithmetic, geography and history must go an unfolding and upbuilding of the higher spiritual qualities of our nature.

This is what I call teaching religion in the public schools. It is not what is generally understood by teaching of religion. The common idea is that the catechism should be taught, Bible lessons unfolded, and denominational tenets enforced. True religion is a question of soul culture, and this can be done by deducing and maturing high ideals of what true living and true character are. All this, in one word, I say is the present great desideratum in our educational system. It is "the one thing lacking."

### Current Events.

AMONG those of our Superior Schools, the authorities of which have issued neat calendars containing a prospectus of the work to be undertaken and other information, may

be mentioned St. Francis and Stanstead Colleges, Danville Academy, and Compton Model School. We shall be pleased to receive copies of any other calendars of a like nature.

—FROM all appearances, the changes of staff in connection with the Superior Schools are not more numerous this year than in the past. Mr. F. C. Banfill, who had charge of the Model School at Stanbridge East, has gone to Waterville, and has been succeeded by Mr. A. J. Bedee, who received a complimentary address from the people of Frelighsburg upon his departure after ten years of good service there. Mr. D. M. Gilmour has been appointed head-teacher of Beebe Plain Model School, that position having been made vacant by the removal of Mr. F. A. Garland to Mansonville. We notice that Miss M. E. Caulfeild, who has had charge of Paspébiac Model School for a number of years, has retired and has been succeeded by Miss T. E. Christie. Mr. H. A. Crack has been appointed to the principalship of Sutton Academy. In connection with Dunham Ladies' College, Miss Charlotte Hinds, B.A., who was in charge of Shawville Academy last year, has accepted the position of first assistant, and Miss Emily Noyes, of Cowansville, has been appointed to help Professor Cornish with music and to take part in the regular instruction of the college. Miss Seifert, B.A., has charge this year of Shawville Academy. As in former years, we would urge all head-teachers who have not already done so, to send in the names of their associates with as little delay as possible, so that the Directory of Superior Schools may appear in the October number of the RECORD.

—STANSTEAD WESLEYAN COLLEGE was the scene of an interesting function on Tuesday, the 30th of August. The occasion was the formal acceptance of the building presented to the college in 1896 by Dr. and Mrs. A. G. Bugbee, as a commercial college. In the first instance there was some hesitancy on the part of the trustees to accept the building because they were afraid that it might financially hamper the work of the institution. But the experience of two years had demonstrated that these apprehensions, however reasonable, were groundless. The commercial department will probably be self-supporting and a valuable adjunct as well to the college proper.

—NOTWITHSTANDING the changes that have been made in the regulations by an order-in-council of recent date, by



which bursaries to students from outside of Montreal are discontinued, and a fee exacted from those who reside in the city, the attendance at McGill Normal School has not materially diminished. In the Model School class, fifty-nine students have been enrolled, and in the Advanced Elementary, fifty-two. Two have entered to take the kindergarten course, but more would probably have done so had they been able to comply with all the new regulations. In addition to these, thirty persons have been authorized to enter at Christmas to take the four months' course of special training in teaching. When the class in pedagogy has been formed, at the end of the present month, the total number of students enrolled for this year will be but slightly below that of last. The government is anxious to make the institution provincial, and not local, in character, and it is gratifying to note the greatly increased attendance from places outside the city, all but twenty-six being non-residents of Montreal. It is expected that new regulations will diminish the excess of teachers in the city, and at the same time make better provision for country schools. The staff are much pleased with the general high character of the students. The teachers of the Model Schools report a much larger number of scholars than for several years past.

—VACATION schools promise to play an important part in the development of the new education. They are free from the trammels of rules and traditions which hamper the workers in the public schools and often prevent the adoption of advanced ideas. Moreover, the aim of these schools is to interest and attract the children who would otherwise be running the streets. This leads the teachers to get close to the real life of the pupils, and to give them the kind of help they need. At the Second Ward School in Chicago the work has been chiefly nature study with excursions to the suburbs, drawing, music, manual training, house-keeping and kindergarten occupations. How different such an institution must be from the ordinary day school is apparent, as also how largely it is in accord with the modern conceptions of wholesome child training. It seems to be a rule of educational development that new departures are first realized by private enterprise, and after their merit has been shown by experience they are taken up into the established public schools. It is not improbable that the vacation schools are to do this kind of service

and blaze the way for a less scholastic and more rational public education.—*Exchange*.

—THE University Extension system is evidently spreading into Russia. The Senate of the University of Warsaw has published a notice that after October 1, 1898, popular lectures will be delivered by the professors of each academic faculty, which are to be open to non-academical hearers. During the first half year, from October, 1898, to March, 1899, thirty-five of the professors will give courses of lectures from 6 to 9 o'clock in the evening. Each course will consist of from six to twelve lectures. A moderate fee will be exacted from those attending these lectures. During the second half year another series of lectures will be commenced; and some of the earlier courses are to be continued, so as to enable non-academical students to obtain as complete and extensive a training as possible in particular branches of culture.—*London News*.

### **Practical Hints and Examination Papers.**

#### **EXAMINATION PAPERS FOR THE SUPERIOR SCHOOLS, JUNE, 1898.**

##### **ENGLISH GRAMMAR (GRADE III. MODEL SCHOOL OR I. ACADEMY.)**

##### **SECTION I.**

1. Write out one after the other, (each separated from the other by a line,) the clauses of the following passage from *The Deserted Village*, and distinguish them as noun, adjective or adverbial clauses :

At church, with meek and unaffected grace,  
His looks adorned the venerable place ;  
*Truth* from his lips prevailed with double sway,  
And fools, *who* came to scoff, remained to pray.  
The *service past*, around the pious man,  
With steady zeal, *each* honest rustic ran ;  
*E'en* children followed with endearing wile,  
And *plucked* his gown, to share the good man's smile.

2. Parse the words in italics, and write out a complete list of the predicates in the passage.



3. Write out in full any five different rules of syntax observed in the composition of the above passage, giving one example of each from the passage and another of your own composition.

## SECTION II.

4. Parse minutely the verb in the sentence, "Champlain founded Quebec," and give the definition and derivation of all the grammatical terms used in parsing the said verb.

5. Give the present tense, past tense, present participle, and past participle of the verbs: *to found*, *to find*, *to lie*, *to lay*, *to see*, *to saw*, *to show*, *to shine*, *to fall*, *to feel*.

6. A word ending in *ing* may be a participle, an adjective, a verbal noun, or a gerund. Give sentences in which each of these is respectively illustrated. What is the definition and derivation of the term *gerund*?

## SECTION III.

7. What is the full definition of *case* and *comparison*? Is a noun in the objective case always an object?

8. Write out three English words derived from the Latin words, *lex*, *duco*, *brevis*, one an English noun, the second an English verb and the third an English adjective, three words from each Latin word.

9. Write out in correct form the following, filling in the ellipses:—If, therefor, the Reader wishes to—to himself the senery of what is—central England, during the period—our coal was being layed down, he has only, I believe, to—himself in fansy to any great aluvial delta, in a moist and warm climate—to the groth of vegetation.

## ALGEBRA [GRADE III. MODEL SCHOOL OR I. ACADEMY.]

## SECTION I.

1. Divide  $a^3 + 64$  by  $a^4 - 4a^2 + 8$ .

2. Simplify by removing brackets and collecting like terms:—

$$\left[ 3a - \left\{ 2a - (a - b) \right\} \right] - \left[ 4a - \left\{ 3a - (2a - b) \right\} \right]$$

3. Simplify:—

$$\frac{(x+y)^2}{x-y} - \frac{(x-y)^2}{x+y}$$

## SECTION II.

4. Reduce to its lowest terms :

$$\frac{18a^3 + 6a^2x + 2ax^2}{27a^3 - x^3}$$

5. Find the value of

$$\frac{3x-1}{4} + \frac{x+3}{6} + \frac{2x-1}{3}$$

6. Add the two fractions :

$$\frac{x^2}{x^3+1} \text{ and } \frac{1}{x+1}$$

## SECTION III.

7. Solve the equation :—

$$(3x-8)(3x+2)-4x-11)(2x+1)=(x-3)(x+7)$$

8. Divide 75 into two parts so that three times one part may be double of the other.

9. A is four years older than B, and half of A's age exceeds one-sixth of B's age by eight years ; find their ages.

## FRENCH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Translate into English :—Alors, il se sentit honteux, et cacha sa tête sous son aile ; il ne savait comment se tenir, car c'était pour lui trop de bonheur, mais il n'était pas fier, un bon cœur ne le devient jamais. Il songeait à la manière dont il avait été persécuté et insulté partout, et voilà qu'il les entendait tous dire qu'il était le plus beau ! Alors ses plumes se gonflent, son cou élancé se dressa, et il s'écria dans sa joie : Comment aurai-je pu rêver tant de bonheur.

Translate into French :—"Wait," he said, "I know a means of proving that the horse is mine." Taking off his mantle he threw it over the animal's head. "Now ask this man of which eye the horse is blind." Seeing that she could not attract the attention of the crowd and that the danger was approaching, the old woman dragged herself to the hearth. She seized a fire-brand and threw it into the bed, and in a moment the house was wrapped in flames.

## SECTION II.

3. Write a short French composition of at least sixty words on (a) your school, or (b) the locality in which you live.



- 4. Mention the various kinds of pronouns in French and give examples, with English equivalents.
- 5. Tell all you know about gender and number in French. Give examples.

SECTION III.

- 6. Write in full, with English, the future indicative of *remplacer*, the past (preterite) definite of *concevoir*, the present indicative of *nourrir*, and the past subjunctive of *répondre*.
- 7. Name a regular verb of each conjugation and write out the interrogative form of a different tense of each.
- 8. (Must be taken by all candidates). Write from dictation the passage read to you.

N. B. for the Examiner.—The passage mentioned in question 8 is on page 8 of the Progressive French Reader (First Part), beginning at *Déjà le vent* down to the end of the selection. The passage is to be read twice to the candidates.

MENTAL ARITHMETIC (GRADE III. MODEL SCHOOL.)

- |  |          |
|--|----------|
| 1. What is 50 per cent. of 67840213.50 ?   | Ans..... |
| 2. What is the cost of 684000 yds. at \$6.25 a yd. ?   | Ans..... |
| 3. Reduce 3000 cwts. to tons.  | Ans..... |
| 4. Multiply the cube root of 625 by 25.  | Ans..... |
| 5. Subtract five crowns from £20.  | Ans..... |
| 6. How many feet are in 30 miles ?   | Ans..... |
| 7. Add $19\frac{6}{7} + 14\frac{5}{49}$ .  | Ans..... |
| 8. Deduct 25 per cent from \$19200.  | Ans..... |
| 9. Multiply 98765421 by 121.   | Ans..... |
| 10. Simplify ( $\frac{1}{2}$ of $\frac{1}{9}$ ) ( $\frac{18}{19}$ of $\frac{19}{20}$ ) ( $\frac{40}{41}$ of $\frac{41}{42}$ ). | Ans..... |

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

*Signature of pupil,.....*  
*Grade,.....*

## ARITHMETIC (GRADE III. MODEL OR GRADE I. ACADEMY.)

## SECTION I.

1. A man sells a horse for \$70.80 at a profit of seventeen per cent; what did the horse cost him?

2. Simplify

$$\frac{1\frac{1}{12} + \frac{11}{15}}{1\frac{1}{2} - 1\frac{1}{6}}$$

3. A man left his son one-fourth of his property; to each of his two other sons one-sixth; and to each of his three daughters one-ninth: the remaining \$2000 he left in legacies to others. What was the whole amount of his property?

## SECTION II.

4. Divide 168 tons 18 cwts. 1 qu. 14 lbs. by 546.

5. Reduce 123456 sq. feet to acres.

6. A room is 15 ft. long, 12 ft. broad, and 9 ft. 9 in. high; find the cost of painting the walls at  $75\frac{1}{2}$  cents per square yard.

## SECTION III.

7. A tradesman makes 35 per cent on his outlay. What did he pay for goods which he sells for \$5300?

3. Find the discount on \$2340 for four months at eight per cent.

9. What is the simple interest of \$3948.68 for nineteen years at  $3\frac{1}{4}$  per cent?

## ENGLISH (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Quote the passage beginning, "In all my wanderings round this world of care."

2. To each of the following lines give five additional lines of the context:

(a) "Vain transitory splendours! could not all"

(b) "Good Heaven! what sorrows gloom'd that parting day,"

(c) "Beside the bed where parting life was laid."

3. Quote your favourite passage in the "Deserted Village," and paraphrase it. Write fifteen lines at least.



## SECTION II.

4. Name the figure of speech employed in each of the following extracts :

- (a) "Where smiling spring its earliest visit paid"
- (b) "Remote from towns he ran his godly race"
- (c) "No surly porter stands in guilty state  
To spurn imploring *famine* from the gate."
- (d) "As some tall cliff that lifts its awful form,  
Swells from the vale, and midway leaves the storm ;  
Though round its breast the rolling clouds are spread.  
Eternal sunshine settles on its head."

5. Give the derivation and meaning of each of the following words : *accumulates, usurp, bayed, equipage, fares, mole, disaster, coy, vista.*

6. Write nine sentences each containing one of the above words respectively to show that you know the meaning of the word used, each sentence to contain at least twenty words.

## SECTION III.

7. Write a paragraph consisting at least three sentences on the "Klondike," or on the war between Spain and the United States ; one sentence to be simple, one complex, and the third compound.

8. Write an account of the Life of Goldsmith, mentioning his principle works with the date of publication.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86 "Good Books," paragraph 1.)

## DRAWING (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

1. Draw a square and describe a hexagon on each of its sides.

2. Draw the figure of a piano or cabinet organ such as you may have seen in a school or drawing-room. (Do not attempt this unless you can finish your drawing neatly.)

3. Enlarge as far as your paper will allow the figure given below, in a drawing finished with a pencil line.

N. B.—The paper used in this connection must be drawing-paper cut to the regulation size. No marks will be given for a figure slovenly drawn and without a finishing line in pencil.

## LATIN (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Translate into English :—*Incolæ omnia quæ habebant ex urbe movebant. Plurima et maxima animalia sunt in mari. Viginti agricolæ lapidibus vulnerati sunt. Multi homines ædificant domos, in quibus non habitabunt. Nomen ipsius pœtæ, cujus libros nunc legimus, est clarissimum. Nemo dubitabat, quin urbs ab hostibus espugnata esset.*

2. Translate into Latin :—He has a faithful friend who is a very renowned leader of the Romans. The young men, whose valour is great, will defend the town. Nothing is better than wisdom. The soldier has a long sword and kills the enemies of his country.

## SECTION II.

3. Parse the words in italics in the first question.

4. Parse all the verbs in the first question, giving their principal parts.

5. Write in a list the nouns in the first question. Say to what declension they belong and give the genitive singular and accusative plural of each.

## SECTION III.

6. Decline in full, with English, a noun of each declension.

7. Give in full, with English, the future indicative, active and passive, of a representative verb of the second and fourth conjugations.

8. Give the numerals from one to twenty-four, and decline *unus* and *tres*.

## GEOMETRY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

## SECTION I.

1. Define an angle. What is a *vertical* or *opposite* angle? What is an *adjacent* angle?

2. Enunciate a proposition in which the term *vertical* angle is mentioned and another in which an *adjacent* angle is mentioned.



3. Spell any five pollysyllabic terms used in geometry and define them.

## SECTION II.

4. Write out the enunciations, general and particular, of the twenty-fourth proposition.

5. Draw the figure and give the construction of the twenty-second proposition. (The figure, as all the figures required in this paper, must be neatly drawn in pencil.)

6. Write out in full the demonstration of the sixteenth proposition.

## SECTION III.

7. Prove that any two sides of a triangle are together greater than the third side. Is this the case with the angles?

8. Bisect a given angle. (Write out all the parts of the proposition.)

9. Write out the enunciations of the fourth, eighth and twenty-sixth propositions, and the demonstration of the eighth.

## BOOK-KEEPING (GRADES I. AND II. ACADEMY.)

## SECTION I.

1. *Memoranda*.—S. Brown, general merchant, sold James Gray, June 1st, 1897: 1 hat at \$1.75; 2 doz. ties at 40 cents a doz.; 4 pairs of hose at  $82\frac{1}{2}$  cents a pair; 6 collars at \$3.00 per doz.; 4 pairs of cuffs at \$3.60 per doz.; 1 pair of boots at \$3.50. Gray paid \$5.00 on account and gave his note at 60 days for the balance. What books should Mr. Brown use to enter the foregoing?

2. Rule forms for these books and make the proper entries.

3. Write the promissory note which Gray will have to give to Brown.

## SECTION II.

4 Write the abbreviations in common use for *account*, *amount*, *credit*, *day-book*, *interest*, *debit*, *collect on delivery*.

5. (a) On which side of a cash account must the balance be entered?

(b) Give the rule for ascertaining net capital?

(c) What are liabilities?

6. (a) What is an invoice book?

(b) When the debit side of a personal account is greater than the credit side, what does the balance express?

#### SECTION III.

7. Rule form of Cash-Book, make four entries on each side, and balance the account.

8. Write a joint and several promissory notes for \$100.00 payable to the order of Alfred Gray at the Bank of Montreal six months from date.

9. How many parties are necessary to a promissory note? Give the technical term applied to each. How many are necessary to a draft? Give the technical term applied to each.

### SACRED HISTORY (GRADE III. MODEL SCHOOL OR I. ACADEMY.)

#### SECTION I.

1. What is meant by "Christ's fulfilling the law?" Write out any two of the commandments and their developments by our Saviour, as given in the Sermon on the Mount.

2. Quote all that Christ said about alms-giving and treasure storing.

3. Enunciate in detail any three of the events in the life of John the Baptist.

#### SECTION II.

4. Quote any five verses from the Gospel according to St. John.

5. What event does Easter Sunday commemorate? Narrate the event in full.

6. Describe the meeting at Emmaus.

#### SECTION III.

7. What were the first ten places visited by St. Paul on his second missionary journey? Give one event connected with each.

8. Write out the incidents that occurred between St. Paul's shipwreck and his arrival at Rome during his last missionary journey.



9. Name any ten men mentioned in the Acts of the Apostles and give one historical statement connected with each name.

## ENGLISH GRAMMAR (GRADE II. ACADEMY.)

### SECTION I.

1. Distinguish between a sentence and a clause. How many kinds are there (*a*) of sentences, (*b*) of clauses?

2. Parse the words in italics:

“As *his eye falls* on the comfortable home in which he dwells, or wanders from the *well* trimmed orchard, already glorious with the promise of autumn to the distant hills, *where* the fragrant hay imparts its sweetness to the air and the flocks roam in well fed *content*, it is difficult for him to realize *that* a few short years *ago* *these* hills on which he gazes with proprietary complacency reechoed the shouts of *fierce* men engaged in sanguinary conflict.”

### SECTION II.

3. Analyze:

“It lies among a thousand hills  
Where no man ever trod,  
And only nature's stillness fills  
The silences of God.”

4. Mention four classes of pronouns, giving examples of each class. Give the inflection of one class.

5. Give the second person singular of

(1) the Present Perfect Indicative of *be*,

(2) the Present Perfect Subjunctive of *be*,

(3) the Present Perfect Subjunctive Passive of *strike*.

### SECTION III.

6. Correct the following where necessary:

(1) Refuse to obey tyrants and reverence them.

(2) The ebb and flow of the tide have been explained.

(3) He asked to be made captain, or mate or purser, for either of which places he considered himself adapted.

(4) Nothing could exceed the enormity of his pretences.

(5) He confessed the mistake they accused him of.

7. Classify and give the inflections of the following words: each, nigh, far, rapid, tenth, forth, several, much, who.

8. Construct a complex sentence of not less than twenty-five words. *This sentence must not be compound.*

## DICTATION (GRADE II. ACADEMY.)

As to the comforts and luxuries which were to be found in the interior of the houses by the fashionable visitors who resorted thither in search of health or amusement, we possess information more complete and minute than can generally be obtained on such subjects. A writer who published an account of the city about sixty years after the Revolution has accurately described the changes which had taken place within his own recollection. He assures us that, in his younger days, the gentlemen who visited the springs slept in rooms hardly as good as the garrets which he lived to see occupied by footmen. The floors of the dining-room were uncarpeted, and were coloured brown with a wash made of soot and small beer in order to hide the dirt. Not a wainscot was painted. Not a hearth or a chimney-piece was of marble. A slab of common freestone and fire irons, which had cost from three to four shillings, were thought sufficient for any fireplace. The best apartments were hung with course woollen stuff, and were furnished with rush-bottomed chairs. Readers who take an interest in the progress of civilization and of the useful arts will be grateful to the humble topographer who has recorded these facts, and will perhaps wish that historians of far higher pretensions had sometimes spared a few pages from military evolutions and political intrigues for the purpose of letting us know how the parlours and bed-chambers of our ancestors looked.

*Macaulay.*

N. B.—Instructions for the local examiner.

I. The extract shall be read *three* times:—

(a) Fluently, in order to convey to the candidates the general sense of the passage. During this reading, pens must be laid on the desks.

(b) Slowly, for dictation.

(c) For punctuation and candidates' private correction.

II. Any word may be repeated by the examiner at the request of any candidate.

III. No re-writing of the extract is permitted.



## ESSAY (GRADE II. ACADEMY.)

Write an essay of not less than *one* page on any *one* of the following subjects :

- (a) The Spirit of Adventure.
- (b) The New Gold Fields of Canada.
- (c) A Modern Invention.

## ALGEBRA [GRADE II. ACADEMY.]

## SECTION I.

1. Find the factors of :

$$a^2 - a - 182 \text{ and } 8x^2 + 13x - 6.$$

2. Find what value of  $x$  will make the product of  $x + 3$  and  $2x + 3$  exceed the product of  $x + 1$  and  $2x + 1$  by 14.

3. Find the value of :—

$$24 \left\{ x - \frac{1}{2} (x - 3) \right\} \left\{ x - \frac{2}{3} (x + 2) \right\} \left\{ x - \frac{3}{4} (x - \frac{4}{3}) \right\}$$

## SECTION II.

4. Reduce to its lowest terms :

$$\frac{12x^4 + 4x^3 - 23x^2 - 9x - 9}{8x^4 - 14x^2 - 9}$$

5. Simplify :

$$\frac{1}{x^2 + 8x + 15} - \frac{1}{x^2 + 11x + 30}$$

6. Solve the equation :

$$-\frac{10x + 4}{21} + \frac{7 - 2x^2}{14(x - 1)} = \frac{11 - 5x}{15} + \frac{4x - 3\frac{2}{3}}{6}$$

## SECTION III.

7. A gentleman divided 49 shillings amongst 150 children. Each girl had six pence and each boy three pence. How many boys were there ?

8. The product of two expressions is  $(x + 2y)^3 + (3x + z)^3$  and one of them is  $4x + 2y + z$  ; find the other.

9. At what time between five and six o'clock will the hands of a clock be together ?

## FRENCH (GRADE II. ACADEMY.)

## SECTION I.

1. Translate into English :—*Il y a bientôt deux ans, j'étais chez l'un de nos plus célèbres généraux ; c'était le soir, et malgré le mauvais temps, quelques personnes étaient venues lui faire visite. Nous étions assis autour du feu, et nous causions tranquillement. La chose devenait plus sérieuse que je n'avais cru ; j'aurais volontiers couru la chance de me défendre et de rendre coup pour coup, mais là, c'était tout autre chose. La domestique posa l'œuf sur la table, à côté*

de la montre du philosophe, en *lui* recommandant de *ne* le laisser *que* trois minutes dans l'eau bouillante, et se retira.

2. Translate into French :—I live farther from the school than you and I walk there every day. He buttoned his coat, pushed his handkerchief into his pocket, made sure of his watch, and looked at me. The whole day passed thus, and when the moon rose, their joy was at its height. The old woman began to cry and call, but no one heard her. The big elephant found the water so fresh that he thought the little one had rendered him a great service.

#### SECTION II.

3. Write a short French composition of at least sixty words of (a) your school, or (b) the locality in which you live.

4. Write full explanatory notes on the words and expressions in italics in the first question.

5. How are the comparative and superlative degrees of French adjectives formed? How are adverbs formed? Give examples in all cases. Give the various forms of the possessive pronoun.

#### SECTION III.

6. Write out in full, with the English, a tense of each of the following verbs: *aller*, *se promener*, *voir*, *venir*, *choisir* and *vivre*, giving a different tense for each verb.

7. Give the infinitive and past participle of all verbs represented in the first question.

8. (Must be taken by all the candidates.) Write from dictation the passages read to you.

N. B. for the Examiner. The passage mentioned in question 8 is on page 2 of the Progressive French Reader (First Part), being the whole of the extract "A l'Ecole." The passage is to be read twice.

### ARITHMETIC [GRADE II. ACADEMY.]

#### SECTION I.

1. How much will it cost to dig a canal 1 mi. 3 fur. 10 per. long; 18 ft. wide; and 6 ft. deep, at 48 cents per cub. yard?

2. Simplify

$$(a) \frac{\frac{5}{14} - \frac{3}{7} \text{ of } \frac{1}{2}}{\frac{19}{24} - (\frac{7}{8} \text{ of } 2\frac{2}{21} - 1\frac{7}{12})} \div \frac{\frac{1}{3} \text{ of } \frac{1}{2} + \frac{3}{2} \text{ of } 5}{9\frac{1}{3} - 1\frac{2}{3}}.$$

$$(b) \frac{2.8 \text{ of } 2.\dot{2}\dot{7}}{1.1\dot{3}\dot{6}} - \frac{2.4\dot{9} - 1.19\dot{9}}{4.8 + .3\dot{9}}.$$



3. A vessel leaves port with provisions sufficient for her crew of 18 men for 10 weeks. Twenty-two days after leaving port she picks up 14 shipwrecked sailors. How long will the provisions then last?

## SECTION II.

4. A merchant sends 4,000 bushels of barley to an agent with instructions to sell at 5.1 cents per bush. and to invest the proceeds in tea. The agent charges  $1\frac{1}{2}$  per cent. commission for selling and 2 per cent. for buying; what was the total amount of his commission, and what the value of tea bought?

5. A house is rented for \$60 a month. The owner sells the house for \$12,000 which he invests in 6 per cent. stock at  $124\frac{5}{8}$ . Find the alteration in his income. Brokerage  $\frac{3}{8}$  per cent.

6. Two persons start from the same place and go, one due north at the rate of 8 miles an hour, and the other due west at 6 miles an hour. How far apart will they be at the end of 4 hours?

Find the square root of .00056169.

## SECTION III.

7. A labourer agreed to work for a farmer on condition that he was to receive \$1.25 and his board every day he worked, while he must pay 50 cents for his board every day he was idle. At the end of 64 days he received \$52. How many days did he work?

8 Find the value of a nugget of gold 6.4 cm. long, 2.5 cm. wide, and 1.75 cm. thick at 60 cents a gram, gold being 19.3 times as heavy as water.

Name the principal units of the metric system and give the table of measures of capacity.

9. A gentleman wishes to make a gravel walk 2 metres wide around the outside of his lawn which is 250 m. long by 120 m. wide. A offers to make the walk for 21 cents per sq. m., and B offers to do the work for 18 cents per sq. yd. Which is the better offer and by how much?

## HISTORY (GRADE II. ACADEMY.)

## ENGLISH HISTORY.

Answer any three parts of question 1; question 2 or 3; and question 4.

1. (a) Give an account of Christianity in Britain prior to the reign of Alfred the Great.

(b) Describe William the Conqueror's rule of England.

(c) Sketch the reign of Henry VI.

(d) Follow out the relations of England and Spain during the sixteenth century.

(e) Explain the nature of Charles I's rule from 1625-41.

2. Write a careful synopsis of the events of the Seven Years' War.

3. Describe England's opposition to Napoleon Bonaparte from 1803-12.

4. Make brief but precise notes on :—the Treaty of Chippenham (or Wedmore) ; Dunstan ; England under interdict ; the Black Death ; John Wyclif ; the Pilgrimage of Grace ; the Fight of the Revenge ; Walpole’s Excise Bill ; the Clare Election ; the Chartists in 1848.

CANADIAN HISTORY.

Answer any two of the first three questions and question 4.

1. Write as long a list as you can of the settlements or forts which were founded by the French in Canada prior to 1700, and make a brief historical note about each.

2. Explain how Canada was affected by the war of the English colonies with the mother country. Pay regard to the whole period 1774-84; and bear in mind new laws, invasion and immigration.

3. Sketch the history of Upper Canada to 1837.

4. Write a fact and a date about each of the following subjects : John Cabot, Brébeuf, Lachine Massacre, Braddock’s Expedition, Ticonderoga, Conspiracy of Pontiac, Constitutional Act, Berlin Decree, Lundy’s Lane, Charlottetown Conference.

MENTAL ARITHMETIC (GRADE II. ACADEMY.)

- |   |           |
|---|-----------|
| 1. What is 50 per cent. of 67840213.50 ?  | Ans. .... |
| 2. What is the cost of 684000 yds. at \$6.25 a yd. ?  | Ans. .... |
| 3. Reduce 3000 cwts. to tons.   | Ans. .... |
| 4. Multiply the cube root of 625 by 25.   | Ans. .... |
| 5. Subtract five crowns from £20.   | Ans. .... |
| 6. How many feet are in 30 miles ?  | Ans. .... |
| 7. Add $19\frac{6}{7} + 14\frac{5}{49}$ .   | Ans. .... |
| 8. Deduct 25 per cent. from \$19200.  | Ans. .... |
| 9. Multiply 98765421 by 121.  | Ans. .... |
| 10. Simplify $(\frac{1}{2} \text{ of } \frac{1}{9}) (\frac{1}{19} \text{ of } \frac{1}{20}) (\frac{4}{41} \text{ of } \frac{41}{42})$ . | Ans. .... |

*In answering the above questions, I solemnly declare that I have used my pen or pencil in writing down the answers only.*

*Signature of pupil* .....

*Grade* .....



## ENGLISH (GRADE II. ACADEMY.)

## SECTION I.

1. Explain the allusions contained in the following extracts from "The Lady of the Lake :"

- (a) "'T were worth ten years of peaceful life,  
One glance at their array."
- (b) "One blast upon his bugle horn  
Were worth ten thousand men."
- (c) "This is Coilantogle ford,  
And thou must kept thee with thy sword."
- (d) "Sir Roderick should command  
My blood, my life, but not my hand."
- (e) "I marked Duncraggan's widowed dame ;  
Behind an oak I saw her stand,  
A naked dirk gleamed in her hand."

2. To whom, by whom, and on what occasions were the following words spoken ?

- (a) "We'll quell the savage mountaineer  
As their tinchel cows the game."
- (b) "Thou hast the secret of my heart  
Forgive, be generous, and depart."
- (c) "For that good deed permit me then  
A word with these misguided men."
- (d) "A spy has sought my land this morn,  
No eye shall witness his return."
- (e) "To change such odious theme were best,  
What think'st thou of our stranger guest ?"

3. Explain "*tinchel*" in extract (a) of the second question. What was the *secret* spoken of in extract (b) ? What *good deed* is referred to in extract (c) ? Who was the *spy* mentioned in extract (d) ? What plot was made against him and how did it succeed ? Give quotation from the poem. What was the *odious theme* (in the last extract) ? Why was it odious ? Who was the *stranger guest*, and what was the opinion concerning him ? Quote from the poem, if possible.

## SECTION II.

4. (a) Give the meaning and derivation of each of the following words : Pilgrim, courtesy, falchion, fared, ransom, gentle, visage.

(b) Write seven sentences, each containing one of the above words respectively.

5. Write short explanatory notes on : (a) Beltane. (b) Coir-Uriskin. (c) "Tineman." (d) The evergreen Pine. (e) "Brian."

6. Locate the following places and give a short description of each : Benvenue, Vennachar, Benledi, Glengyle, Uam Var.

### SECTION III.

7. Define : Metaphor, Personification, Simile, and give quotations from the poem illustrating each.

8. Write your favourite stanza and paraphrase it.

9. Reproduce in your own words the paragraph read to you twice by the examiner. (Gage's Reader IV., page 86, "Good Books," paragraph I.)

### DRAWING (GRADE II. ACADEMY.)

1. Draw a regular hexagon and describe a square on each of its sides. (No ruler or straight-edge is to be used, the whole paper being devoted to freehand drawing.)

2. Represent on paper any kind of a ship or boat. (No marks will be given to anything carelessly drawn.)

3. Draw the figure beneath with the usual finishing line. (The paper used must be drawing-paper.)

### LATIN (GRADE II. ACADEMY.)

#### SECTION I.

1. Translate into sound English :—

Cæsari quum id nunciatum *esset*, Helvetios per Provinciam nostram iter facere *conari*, maturat ab urbe profisisci, et, quam maximis potest itineribus, in Galliam ulteriorem contendit, et ad Genevam pervenit. Ubi de ejus adventu Helvetii certiores facti sunt, legatos ad eum mittunt, nobilissimos civitatis, qui dicerent, "*Sibi* esse in animo, sine ullo maleficio iter per Provinciam *facere*, propterea quod aliud iter haberent nullum ; rogare, ut ejus voluntate id sibi facere *liceat* "

Eodem die ab exploratoribus certior factus hostes sub monte consedissee millia passuum ab *ipsius* castris octo ; qualis esset natura montis et qualis in circuitu ascensus, *qui* cognoscerent, misit. Renunciatum est, *facilem* esse.



2. Translate into Latin :—

Ogetorix was by far the noblest and richest among the Helvetians. After his death, they attempted to do what they had determined. There remained one way through the territories of the Sequani, by which, if the Sequani were unwilling, they would be unable to go. Cæsar himself hastened by forced marches into Italy, and led out of winter quarters three legions.

#### SECTION II.

3. Explain as fully as possible, as regards syntax, the words in italics in the first question.

4. Parse the verbs in the first sentence of the Latin extract in the first question, and give their principal parts.

5. Parse the words in the Latin extract from *Eodem* to *octo* inclusive.

#### SECTION III.

6. Give a short account of the events narrated in the first twenty-five chapters of Cæsar's *De Bello Gallico*.

7. Give two English words that have the same root as each of the following Latin words: *milites*, *dividet*, *pedum*, *constituerat*, *facilius*, *prohibiturum*, *navibus*, *fuga*.

8. Give in full the imperfect indicative passive of a representative verb of each of the four conjugations.

### GEOMETRY (GRADE II. ACADEMY.)

#### SECTION I.

1. What may be considered to be the standard angle and how many degrees does it contain? Define angle and degree.

2. Bisect a given angle. (Ninth proposition.) How is this proposition used in the tenth proposition?

3. How many degrees are there in all the angles of a triangle, in half a right-angle, in the half of an angle of an equilateral triangle, and in each of the angles at the base of an isosceles triangle, if its vertical angle contains forty degrees?

#### SECTION II.

4. Prove that parallelograms on equal bases and between the same parallels are equal.

5. When a straight line which crosses two other straight lines, makes an interior angle equal to an interior alternate angle, then the two straight lines are parallel. Prove this.

6. Describe a parallelogram equal in area to a given triangle having one of its angles equal to a given angle.

### SECTION III.

7. Prove that any one of the two diagonals of a rhombus bisects two of its angles.

8. If a straight line be divided into two parts, the squares on the whole line and on one part are together equal to twice the rectangle contained by the whole and that part with the square on the other part.

9. Describe a square equal to a given rectilineal figure.

## BOTANY (GRADE II. ACADEMY.)

### SECTION I.

1. Describe the Marsh Marigold, and draw up the table in which your description may be put in condensed form.

2. Wherein consists the difference between an Eogen and an Endogen? Describe the structure of the bark of the former.

3. What are the parts of a perfect flower? Describe minutely any one of them.

### SECTION II.

4. Name six of the most common forms of leaves and give a pencil drawing of each at least an inch in length.

5. Explain the process of sapping in springtime.

6. What are the principal kinds of roots? Give examples.

### SECTION III.

7. Name five kinds of simple fruits and give examples.

8. Explain the terms: *raceme*, *corolla*, *peduncle*, *stipule*, *crenate*.

9. If you happened to find growing near your town or village, a plant whose name you did not know, how would you proceed to identify it.



## GEOGRAPHY (GRADE II. ACADEMY.)

## SECTION I.

1. Draw a map of Cuba, showing the adjacent coasts and important islands.

2. What and where are : Manilla, Key West, Berber, Matanzas, Klondike, Suez, Hong Kong, Dry Tortugas, Puget ?

3. Explain : isthmus, isotherm, moraine, estuary, delta, geyser, plateau, meridian, tropic.

## SECTION II.

4. Locate : Malta, Vancouver, Havanna, Khartoum, Carthagen, Bristol, Sunda, Nicaragua, Port Arthur.

5. Name the chief ocean currents, indicating the direction of each by drawing or otherwise.

6. Draw a map of Africa.

## SECTION III.

7. Describe the motions of the earth. Which of these cause the seasons of the year ?

8. Draw a map of Europe.

Show (1) the seas,  
(2) the countries,  
(3) ten rivers,  
(4) ten important cities.

## NEW TESTAMENT HISTORY (GRADE II. ACADEMY.)

## SECTION I.

1. Describe (a) The visit of Mary to Elizabeth :  
(b) The visit of the Magi.

2. How often (a) was Our Saviour brought to the Temple ?  
(b) Did He go of His own accord ?  
(c) Relate briefly the circumstances connected with each of these visits.

3. (a) What do you understand by a Miracle ?  
(b) Why did our Lord use Parables ?  
(c) Names six parables peculiar to St. Matthew, six to St. Luke, and four miracles mentioned only by St. John.

## SECTION II.

4. Describe as concisely as you can :

(a) The Night Storm on the Lake ;

(b) The Feeding of the 5,000.

5. Connect each of the following quotations with its context :

“Receipt of custom,” “My Father worketh hitherto, and I work,” “I am the Resurrection and the Life,” “Another Comforter,” “That they all may be one,” “What, could ye not watch with me one hour!” “Behold the Man,” “I Thirst,” “Lovest thou Me?” “Behold he prayeth.”

6. Give all the New Testament proofs you can of Our Lord’s Resurrection.

## SECTION III.

7. Account for the appointment of

(a) Matthias to the Apostolate ;

(b) The Seven Deacons.

(c) Sum up the acts of Philip the Deacon.

8. (a) Trace briefly the events leading up to St. Paul’s visit to Athens.

(b) What did he do there ?

(c) What success attended his efforts ?

9. (a) Who were : Jairus, Timon, Dorcas, Sergius Paulus, Demetrius, Agabus, Lysias, Publius.

(b) What happened at : Troas, Melita, Miletus, Syracuse, Myra.

## WRITING (GRADE II. ACADEMY.)

1. Write your name in full, the name of your school your age, and if you employ the vertical style of writing state how long you have done so.

2. Write all the letters of the alphabet in capitals, and the numerals from 1 to 20.

3. Write the following :—

Energy is never lost, but only changed in form, and whatever transformations take place, the sum total of kinetic energy and potential energy remains the same.



**Correspondence, etc.**

*To the Editor of the EDUCATIONAL RECORD,*

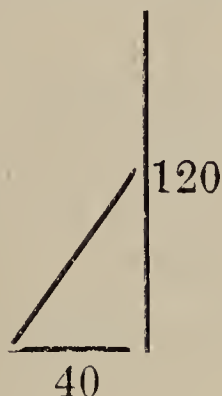
DEAR SIR,—I enclose you what I consider to be a purely arithmetical solution to the problem given in the April RECORD. As this solution differs somewhat from that published in the last RECORD, you may see fit to make some use of it.

Yours sincerely,

F. A. GARLAND.

Mansonville, Sept., 1898.

Where shall a pole 120 feet high be broken so that the top may rest on the ground 40 feet from the base?



It is evident from the diagram that we have a right angled triangle having the base 40 feet long and the hypotenuse plus the perpendicular 120 feet. Then we know that the square on the hypotenuse, minus the square on the perpendicular, equals  $40^2$  or 1600. Now we must divide 120 into two parts, such that the difference of their squares shall be 1600.

Take any two numbers, say 12 and 15, and square them, the squares are 144 and 225, and the difference of their squares is 81.

Let us call 15,  $12+3$ , and square it as follows:

$$\begin{array}{r} 12+3 \\ 12+3 \\ \hline 9+36+36+144 \end{array}$$

$$\text{But } 12^2 = 144$$

$$\begin{aligned} \text{Therefore the difference is } 3 \times 3 + 3 \times 12 + 3 \times 12 = \\ 3(3+12+12) = \\ 3 \times 27 = \end{aligned}$$

$$(15-12)(15+12) =$$

the difference of the numbers multiplied by their sum.

Now we have arithmetically discovered the following truth:

The difference of two squares equals the sum of the square roots multiplied by their difference.

Then  $1600 = 120$  times the difference of the numbers we seek.

Then  $1\frac{600}{120} = 13\frac{1}{3} =$  the difference of the numbers we seek.

Then  $120 \div 13\frac{1}{3} = 53\frac{1}{3}$ , which is the answer.

### Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The August number of the *Ladies' Home Journal* is, as is customary with that excellent periodical, devoted largely to entertaining fiction. There are several bright short stories, while the usual departments contain as much valuable information for the home as ever.

The *Atlantic Monthly* for August is also largely a fiction number and contains a number of short stories and sketches of unusual variety and quality. The heavier articles treat of a host of interesting subjects in the masterly style which characterizes most of the contributions to the pages of the *Atlantic*.

The August *Canadian Magazine* contains the first installment of a story, excellent both in conception and execution, by a writer hailing from the Province of Quebec, Edgar M. Smith. There is also a clever sketch by H. G. Wells, "The Man who could work Miracles;" while Robert Barr contributes a continental tale, "The Count's Apology." Dr. Bourinot's series, "The Builders of a Canadian Dominion," is continued, and the rest of the number is made up of a quantity of bright and interesting matter.

The *Atlantic Monthly* for September is an ideal number of an ideal magazine. Biography and anecdote are special features, among the many articles worthy of mention being a brilliant sketch of Bismarck's character and political work, by William R. Thayer, and personal and critical sketches of Sir Henry Maine, Burne-Jones and James Whitcomb Riley. Thomas Carlyle's letters to his "little sister Jenny," which are being published in the *Atlantic*,



are in themselves a literary treasure, and the first instalment, carefully edited by Charles T. Copeland, contributes not a little interest to a very fine number.

The September *Ladies' Home Journal* contains several striking articles, among the contributions being one by Professor Gore on the coronation of Wilhelmina, Queen of Holland, in which a clear and new idea is given of her life and character. An illustrated article on Blind Tom, the famous pianist, as he is to-day, is most interesting. There are several good short stories, while the regular contributors provide the usual strong features which have made their names household words. (The Curtis Publishing Company, Philadelphia.)

The *Canadian Magazine* is rapidly reaching high water mark. The September number has a table of contents which makes it a remarkable one. There are several delightful stories and sketches, besides a number of valuable articles, among others, one on "The St. Lawrence Route and the Manitoba Grain Trade," by Edward Farrer; "Canada's International Status," by Sir C. H. Tupper; "The Members of the First Dominion Parliament," by Sir J. G. Bourinot, and "Great Britain and Russia," by Charles Frederick Hamilton. The number is finely illustrated. (Published by the Ontario Publishing Company, Toronto, Ont.)

*Current History* for the second quarter of 1898 forms a most interesting volume of two hundred and sixty pages, containing a history of the entire world for the period covered. The war between the United States and Spain is of course dealt with at length, and every other phase of current history in all parts of the world is presented, as it were, in a nutshell. The present number is one of exceptional interest and should be found in every reading room and on every library shelf in the land. *Current History* is ably edited by Dr. A. S. Johnson and published by the New England Publishing Company, Boston, Mass.

A valuable communication by Professor J. G. Adami, of McGill University, "Upon the existence of a Minute Micro-organism Associated with Cases of Progressive Portal Cirrhosis," has been reprinted in pamphlet form from the *Montreal Medical Journal*, in the August number, of which periodical appears a complete account of Prof. Adami's discovery.

EGYPT IN HISTORY AND PROPHECY, by Robert Patterson, and published by H. L. Hastings, at 47, Cornhill, Boston, Mass., is a re-issue of that work as a number of the Anti-Infidel Library. The sub-title of the book indicates its object, "Pharaoh Proclaiming God," and the author puts his matter in a most attractive form. The price of the various numbers of the library is fifteen cents each or one dollar for twelve consecutive issues.

THE SCHOOL SYSTEM OF THE STATE OF NEW YORK, by John Millar, B.A., and published by Warwick Brothers and Rutter, Toronto, Ont. This work, which cannot but prove most readable to teachers and generally to those interested in education, was prepared by the Deputy Minister of Education for Ontario, under the authority of the Minister, as an appendix to his annual report. It presents an exhaustive treatment of the school system in operation in the State of New York, "as viewed by a Canadian," and takes up under twenty-four different chapters, the various phases and processes of that system.

ELEMENTARY PHONETICS, by A. W. Burt, and published by the Copp, Clark Company, Toronto, Ont., is a carefully prepared introduction to a study which is receiving prominence at the hands of some of our educationists. It is claimed that the employment of a thorough analysis of the language sounds in connection with the reading class has for result the correcting of those coarsenesses of speech that arise from failure to properly articulate the elementary sounds of words. It is difficult for us to enter into a complete outline of the subject here, but we recommend Mr. Burt's book to the attention of all interested in the matter. It should also be noticed by the members of the committee on phonetics appointed by the Dominion Educational Association at its last meeting.

WORK AND PLAY IN GIRLS' SCHOOLS, by three headmistresses, and published by Longmans, Green and Company, London. The authors of this valuable contribution to the literature of education, Misses Dorothea Beale, Lucy H. M. Soulsby and Jane F. Dove, deal with the three aspects of education, the intellectual, the moral and the physical. Each of these is fully treated of in turn, the first being divided into the various heads, Humanities, Mathematics, Science and Aesthetics, the last including music, painting, needlework and other branches of a like nature.



The aim of the work is to be practical and methods form a prominent feature. As Miss Beale says in the preface, the teacher should spend some time, before entering on professional work, in studying the art, the science, the philosophy of education, and the authors have done not a little towards making it possible for teachers of girls to get an insight into what constitutes the well conceived educational ideal. The Copp, Clark Company, of Toronto, Ont., will receive and fill orders for this excellent book.

### **Official Department.**

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, May 6th, 1898.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair ; George L. Masten, Esq. ; the Reverend W. I. Shaw, D.D., LL.D. ; Professor A. W. Kneeland, M.A., B.C.L. ; the Reverend A. T. Love, B.A. ; Herbert B. Ames, Esq., B.A. ; Principal W. Peterson, LL.D. ; W. S. Maclaren, Esq. ; the Very Reverend Dean Norman, D.D., D.C.L. ; the Reverend E. I. Rexford, B.A. ; the Honorable Judge Lynch, D.C.L. ; John Whyte, Esq., and Inspector McGregor.

Apologies were submitted from Mr. Finley, Dr. Robins, and the Right Reverend Bishop Dunn, for absence.

The minutes of the last meeting were read and confirmed.

Applications for diplomas under various regulations of the Committee were submitted. It was agreed to grant to Mr. W. W. King, M.A., an academy diploma after examination in French and in School Law, or a model school diploma after an examination in the latter subject only ; to Miss A. E. Tory an elementary diploma after passing in school law in McGill Normal School.

Moved by Mr. Masten, seconded by Mr. Rexford, That Mr. Douglas be informed that under existing regulations the Committee has no power to deal with his application, but intends to seek amendments to the regulations which will enable it to do so.—Carried.

Moved by Mr. Rexford, seconded by Mr. Masten, and

*Resolved*,—That those who hold the senior certificate from the Montreal Kindergarten School shall be entitled to receive elementary diplomas on passing successfully the examination of grade two academy.

Moved by Judge Lynch, seconded by Mr. Ames, That the question of restoring No. 56 of the former regulations of this Committee be referred to the sub-committee which prepared the new regulations, with instructions to limit the application of such proposed new regulation to teachers at present holding second class academy diplomas.—Carried.

Moved by Judge Lynch, seconded by Dr. Shaw, That this Committee learns with infinite regret of the resignation of the Venerable Archdeacon Lindsay, for many years a member of this Committee, and especially that the cause of such resignation is the serious illness of that reverend gentleman.

That this Committee desires to place on record its high appreciation of the valuable services rendered the cause of education by the Venerable Archdeacon Lindsay in his capacity as a member of this Committee.

That a copy of these resolutions be transmitted to the Venerable Archdeacon Lindsay with the hope that he may soon be restored to his usual health.—Carried.

The Secretary reported the approval by the Lieutenant-Governor in Council of the new regulations and the appointment of the members of the Central Board, in accordance with the recommendation of the Committee.

A letter from McGill University, concerning the issue of academy diplomas, and one from Nelson & Sons, concerning Calkin's Geography, were read for the information of the Committee, and filed.

A letter from Mr. Thomas Tremblay, late school inspector, asking for an augmentation of his pension for reasons which he gave at length, was submitted to the Committee, when it was

*Resolved*,—That the Protestant Committee regrets that this does not seem to be a case in which the Committee should intervene, especially in view of the fact that the opinion of the Attorney General has already been obtained.

A letter from the Secretary of the Central Board of Examiners was read, which contained two recommendations from the Central Board. The first suggested that in order to



ensure uniformity in the amalgamated examinations for superior schools and for the Central Board the Secretary of the Protestant Committee draw up one set of rules for the examination, in harmony with regulations, and see that they are placed in the hands of the deputy examiners. The second requested the appointment of Professor Kneeland as one of the superior school examiners to represent the Central Board. Both recommendations were approved.

The sub-committee for the preparation of the business for the September meeting was appointed to consist of the following members: Dr. Heneker and Inspector McGregor, *ex-officio*, and Dr. Shaw, Mr. Rexford and Mr. Love.

The report of the sub-committee on the course of study was submitted, and after discussion the course for elementary schools was approved in the form in which it appears at the end of these minutes.

The course for superior schools was then considered in connection with the suggestions of the committee on the course of study of the Protestant Teachers' Association, which the Inspector of Superior Schools reported to be not only the results of the work of the said committee of which he was convener, but to be a representation at the same time of his own views. After discussion the superior school course of study was approved in the form in which it appears at the end of these minutes.

Dr. Heneker reported that he had held a conference with the school commissioners of Lennoxville in consequence of the report of the Inspector concerning the unsuitability of the present model school building there, and that, as a result, the commissioners had undertaken to provide better accommodation. The report was regarded as satisfactory.

Dr. Norman reported for the sub-committee to prepare for the June examinations that the sub-committee had agreed to recommend (1) the appointment of the following persons to assist Dr. Harper in the examination of the papers of the academy second grade, and lower grade papers: Inspectors Taylor, Parker, Hewton, Gilman and McGregor; Professor Kneeland; Madame Cornu; Messrs. R. M. Harper and P. Langlois, and Miss Ethel Gale. The Secretary, with the Quebec members, was empowered to fill any vacancies that may occur; (2) That since it has been represented by Mr. Parmelee that the usual grant of \$200 or more from the committee to assist in defraying the

expenses of the Central Board would not be required under the new regulations, the sum of \$500 be given this year, instead of \$300 as last year, for the remuneration of these assistant examiners; (3) That the Inspector of Superior Schools be instructed to send to each school a statement of marks taken by each pupil, without charge, and that the Secretary provide for the payment of the necessary copying; (4) That the list of local deputy examiners, as compiled by the Inspector from the reports of appointments by the various school boards, be approved.

The report was adopted with all the recommendations contained therein.

The interim report of the Inspector of Superior Schools was read.

It was moved by Inspector McGregor, seconded by Dr. Shaw, and

*Resolved*,—That section one of regulation nine of this Committee be replaced by the following:—

It is the duty of Inspectors,

1st. To hold educational conferences with the teachers, school commissioners and trustees of their respective inspectorates at suitable and convenient centres during the first half of each scholastic year, and to visit every school under their control during the second half, giving two hours on an average to the inspection of each school.

#### FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1898.

##### *Receipts.*

Feb. 25—Balance on hand..... \$ 1083 06

1898.

##### *Expenditure.*

Apr. 27—J. M. Harper, salary and travelling ex-	
penses to July 1. ....	\$ 300 00
J. W. McOuat, travelling expenses.....	3 25
G. W. Parmelee, salary.....	62 50
	<hr/>
	\$ 365 75
Balance on hand as per bank book.....	717 31
	<hr/>
	\$1083 06
	<hr/>



After the reading of the rough minutes the meeting adjourned to meet on the 30th of September next, or earlier on the call of the Chairman.

G. W. PARMELEE,  
Secretary.

## NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 2nd of June, 1898, to appoint the Reverend William Isaac Shaw, D.D., L.D.D., member of the board of Protestant school commissioners of the city of Montreal, to replace himself, his term of office expiring the 30th of June, 1898.

His Honor the Lieutenant-Governor has been pleased, on the 10th of June, 1898, to appoint the Reverend Father Adrien Napoléon Valiquette, O. M. I., school commissioner for the school municipality of "N.D. of Hull," county of Ottawa, to replace the Reverend Father Phydime Lecomte, absent.

25th June.—To appoint Mr. Alfred Wheeler, of Berger-ville, school trustee for the dissentient municipality of Saint Colomban de Sillery, county of Quebec, to replace the Honorable Richard R. Dobell, who has resigned.

His Honor the Lieutenant-Governor has been pleased, by order in council, dated the 27th of June, 1898, to detach lots 2, 3, 4, 7, 8, 9, 10 and 11, in the first range of the old township of Watford, lots 3 and 10, in the second range of the same township, lot A, range 13, lots A and B, range 14, of the old township of Cranbourne, and lots 4 and 5, sixth range of Saint Francis, also lot 2, of the fifth range of Saint Francis, the whole now forming part of the school municipality of the parish of Saint Benjamin, from said school municipality of the parish of Saint Benjamin, Dorchester county, and to annex them, for Protestant school purposes, to the school municipality of Aubert Gallion, Saint George, Beauce county.

27th June.—To detach from the parish of Saint Félix de Valois, county of Joliette, the new parish of "Saint Cléophas," and erect it for school purposes, under the name of "Saint Cléophas," with the same limits as are assigned to it by proclamation of the 13th day of August last (1897).

27th June.—To detach from the municipality of Saint Côme, county of Beauce, district No. 1, and erect it into a distinct school municipality under the name of "Village of Saint Côme de Kennebec," with the same limits as are assigned to it as such district No. 1.

The foregoing erections to take effect on the first of July, 1898.

His Honor the Lieutenant-Governor has been pleased, on the 3rd of August, 1898, to appoint Mr. Jules Langis, school commissioner for the municipality of N.-D. du Sacré-Cœur, county of Rimouski, to replace Mr. Joseph A. Pérusse, who has resigned.

### CIRCULAR OF ADVICE TO THE SUPERIOR SCHOOLS FOR 1898-99.

The attention of the principals and head-teachers of the Superior Schools is respectfully invited to the following suggestions and instructions for 1898-99 ; and for the guidance of this office they are requested to send by return of mail a postal card with the names of the members of their staff, as well as the names of the chairman and secretary-treasurer of the commissioners or trustees.

1. The Course of Study and a neatly written or printed time-table should be framed and hung in each school-room. The Department of Public Instruction will issue in a few days the revised Course of Study, in which there are but few emendations. In addition to these items the teacher of each department should put forth every effort to improve the appearance of his or her school-room by means of maps, charts, and wall-decorations, including a flag of the Empire and one of the Dominion, with a picture of Her Majesty Queen Victoria. Each room should be supplied with a full set of the maps, charts, and apparatus required for the grades in that room, and it would be well if the commissioners would offer a prize to the teacher who keeps her school-room in the tidiest condition, the award possibly being made at the date of the Inspector's visit.

2. In these improvements, as well as in the laying out and beautifying of the school-grounds, an effort should be put forth on the part of the teachers to enlist the sympathy and co-operation of the commissioners and community, and immediate steps should be taken by teachers and commis-



sioners to lay out the school-grounds on some definite plan as a preparation for the planting of trees and suitable hedgerows in the autumn as well as in the spring. The competition going on at present among the schools has realized gratifying results, and it would be well if more of our schools should take advantage of it to improve the school surroundings. The prizes offered in connection with this competition are a first prize of \$100, a second prize of \$50 and a third prize of \$25, the award being made on (1) the spaciousness of the grounds, (2) the separation of the ornamental in front from the ordinary play-ground, (3) the approaches and fences, (4) the outhouses hidden away behind shrubbery, (5) the number of trees planted and their arrangement.

3. Last year the Inspector issued with his notices, intimating the date of his official visits, a tentative programme for the guidance of the teacher in preparing for his visit. This year, instead, there is enclosed with this an abstract of the items on which he is expected to report, and the manner of making the various awards ; and every teacher and commissioner is expected to be informed of this by the principal, as well as of all matters pertaining to the Inspector's visit.

4. In English, the examination-tests in dictation, abstract-writing and sentence-making will be taken from any of the readers or other text-books used in the grade. The making of sentences, written or *viva voce*, is an exercise which should accompany every lesson, the teacher always refusing to accept from the pupils in their answers anything in the shape of bad or broken English. In this connection synthesis, or the composing of sentences from elemental phrases, should receive serious attention, as ensuring a practical result from the study of analysis.

5. In Grade I. Academy, the selections for French reading and translation are included in the second half of the Progressive Reader, Part First, with the last five prose extracts for dictation and re-translation. In Grade II. Academy, the selections in French are to be taken from any part of the same book with the last six prose extracts for dictation and re-translation. The pupils of Grade II. Model School may read the first ten prose extracts from the same Reader in connection with their grammatical course. All the pupils of all grades should be exercised

every second day at least in colloquial French. (See Revised Course of Study.)

6. Specimens of writing, drawing and book-keeping forms are to be prepared in advance of the Inspector's visit, and from them as well as from the regular work of the school in these subjects he will make his award. These specimens are not to be considered as forming any part of the specimens sent in to the Department of Public Instruction at the end of the year, and in the absence of which the grant for equipment is always withheld. They should, however, be done on regulation paper, pinned together by grades, with the names and ages of the pupils written on each page.

7. In every department of the school, attention ought to be given, directly or indirectly, to physical, vocal, sentence and moral drill, when the development of the whole being of the child is under the right kind of developing processes; and the efficiency of the classes in this connection will be taken special notice of by the Inspector at the time of his visit, as may be seen from the form of his report herewith enclosed.

8. The principal or head-teacher, who by regulation has charge of the whole school, is earnestly requested to show this circular to his associate teachers, with the request that it be carefully considered by them. The spirit of co-operation should prevail in all our work connected with our school life, and should any teacher have suggestions to make, it is needless to say that, in the future as in the past, they will be most respectfully received and considered. Through such co-operation no mistake has ever been allowed to militate against any school or pupil.

J. M. HARPER,  
Inspector of S. S.

OFFICE OF THE INSPECTOR )  
OF SUPERIOR SCHOOLS, )  
Quebec, September, 1898. )



# STATEMENT of Pension Fund of officers of primary instruction for the scholastic year 1897-98.

## RECEIPTS :—

Stoppages of 2 per cent.

on public school grant .....	\$3,200 00
on superior school grant .....	1,000 00
on salaries of normal school professors.....	454 55
on salaries of school inspectors.....	716 25
on salaries of teachers in schools under control .....	16,540 10
on pensions paid during the year.....	737 98
Stoppages paid to the department by teachers...	142 98
Interest to 30th June, 1896, on capital account..	9,117 62
Annual grant.....	1,000 00
Special Government grant.....	6,000 00
Amount of deficit for year.....	655 29
	<u>\$39,564 77</u>

## EXPENDITURE :—

For pensions.....	\$39,296 17
For instalment remitted.....	0 40
Expenses of administration.....	268 20
	<u>\$39,564 77</u>

1897—July 1st :—

Balance in trust, in the hands of the Provincial Treasurer, derived from surplus accumulated between 1886 and 1891.....	3,096 20
Less deficit for the year 1897-98.....	655 29

1898—July 1st :—

Balance in hands of Provincial Treasurer.....	<u>\$ 2,440 91</u>
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## CAPITALIZED REVENUE.

1897—July 1st :—

Accumulation of revenue to date .....	\$183,207 39
Revenue for 1897-98, belonging to capital :—	
Stoppages on pensions.....	\$1,023 70
Less amount remitted on capital.....	1 00

Balance added to capital.....	1,022 70
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1898—July 1st :—

Amount of capital to date .....	<u>\$184,230 09</u>
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## ELEMENTARY

SUBJECTS.	GRADE I.	GRADE II.
Scripture Knowledge	The first half hour of each day to be devoted to the Opening Morals, including readings and lessons upon Godliness, Kindness to Animals, &c. See scheme of Bible Study.	
English. ....	The meaning of words with the subject matter of the reading fluency, clearness and correctness of pronunciation, and to Copying words and sentences, oral and written reproduction, Memoriter work. Special attention to penholding and hand-movements.	Copying words and sentences, Dictation, oral and written. Reproduction, Sentence Composition, Memoriter work.
Arithmetic .....	Mental Arithmetic, Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.	Mental Arithmetic, Four Simple Rules to short division inclusive. Multiplication Table. Avoirdupois weight, Long and Liquid Measures.
Geography and History.....	Elementary terms. Divisions of land and water. Map of the school neighborhood.	Outline of the map of Canada.
Object Lessons or Useful Knowledge .....	Form Study and Drawing, Colour, Size, Weight, Motion, First and Minerals of the Province, and their uses).	
French... .. (optional)	Names of objects in conversation.	Names of objects, familiar phrases.
Text-Books..... necessary for each grade.	Reading Book, Table-card, Slate, Slate-Pencil.	Reading Book, Table-card, Slate, Slate-Pencil, Copy-Book, Blank Book, Pen, Ink.

N. B.—Music and Physical Exercises are required to form part of the School



## SCHOOLS.

GRADE III.	GRADE IV.
Exercises, Scripture Reading, Singing and Prayer, Instruction in Scripture and Truthfulness, Honour, Respect for others, Good Manners, Temperance, Health,	
lesson. Special attention to be given to pleasantness and brightness of tones, writing and spelling in all written work.	
Copying, Dictation, Word Building, Special Study of Simple Selections, from best prose and poetry, with Memoriter work, Sentence Drill, the Parts of Speech.	Dictation, Special Study of Selections, including Definitions, Derivations, Analysis and Synthesis of sentences, Parsing, Letter Writing, Accounts, Descriptive Composition, and Recitation of selected passages.
Mental Arithmetic, Long Division, Simple Examples in Fractions and in Compound Numbers in ordinary use, and Review.	Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentage, Interest, Mensuration and Review.
Map of Western Hemisphere, Map Drawing, Outline of Canadian History, French Rule.	Map of Eastern Hemisphere, Map Drawing, Outline of Canadian History, including points of contact with British History.
Notions of Agriculture, (Special attention to the Plants, Animals, Forest Trees,	
Easy sentences with simple forms of familiar verbs.	Reading, easy exercises in translation, regular verbs.
Reading Book, Slate, Pencils, Copy-Book, Blank Book, Pen, Ink, Arithmetic, Geography, Canadian History, Drawing Book, No. 1.	Reading Book, Slate, Pencils, Spelling Book, Copy Book, Blank Book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing Book, No. 2.

Course.

MODEL SCHOOL

SUBJECTS.	GRADE I.	GRADE II.
	<i>The opening Exercises in all Grades consist of</i>	
Scripture Knowledge	Life and words of Christ. Memoriter work, Matt 6. The work of these two grades may be taken as one class in alternate years.	Old Testament History complete .....
English .....	Reading from authorized books in use in the respective dictionary. Analysis and Synthesis of simple sentences. Etymology. Noun, Personal Pronoun, Adjective, Parsing, Business Forms, Reproduction, Letter Writing.	Analysis and Synthesis of Simple and Compound Sentences. Etymology, Parsing, Letter Writing, Business Forms, Reproduction, and Study of the Deserted Village.
Arithmetic.....	Mental Arithmetic and rapid work, simple examples in Vulgar Fractions, and Review.	Mental Arithmetic and rapid work, Vulgar and Decimal Fractions, Compound Rules, and Review.
Geography.....	North America with Geography of Scripture and History Courses. Memory map drawing.	Europe with special study of Geography of Scripture and History Courses. Memory map drawing.
History.....	Outlines of Canadian History.	Outlines of English History to the end of the Tudor Period.
Algebra.....	.....	Simple Preparatory Exercises.
Geometry.....	.....	.....
French. ....	Exercises in Words and Phrases. Conversation in all grades.	Article, Noun and Adjective, with written exercises, Simple Tenses of <i>avoir</i> and <i>être</i> , Present, Imperative and Future Tenses of Regular Verbs of the first conjugation.



## ACADEMY.

GRADE III. MODEL SCHOOL AND GRADE I. ACADEMY.	GRADE II.	GRADE III.
<i>Scripture Reading and Praying with Singing.</i>		
Gospels and the Acts of the Apostles. Memoriter work as selected by teacher.		
grades, special attention to writing and spelling in all written work, use of the		
Analysis and Synthesis of Sentences, Syntax, Parsing, Reproduction, Descriptive Composition, Study of Scott's <i>Ivanhoe</i> , (School Edition)	Analysis of Sentences, Syntax, Parsing, Composition, Study of Selections from Tennyson, (Rowe & Webb).	Use of the Dictionary. Brook's English Literature (New Edition). Shakespeare and Tennyson as in A. A. Examinations.
Mental Arithmetic and rapid work, Percentage and its application, Square Root, simple examples in Mensuration, and Review. Also, Book-keeping for Gr. I. Academy.	Complete Arithmetic with Metric System. Book-keeping.	Arithmetic as in A. A. Examinations.
Geography of Scripture and History Courses, North and South America in detail. Memory map drawing.	General Geography.	Physical Geography. See A. A. Prospectus.
Canadian History, and English History to the end of the Stuart Period.	British History and Canadian History.	Grecian History and Roman History, and Collier's Great Events.
Easy exercises in simple Equations of one unknown quantity with the simple rules.	Factoring, Fractions, G.C. M. & L. C. M., Simple Equations and Review.	Quadratic Equations, Involution and Evolution and review, as in A. A. Examinations.
Euclid, Book I, 1-26, with at least five deductions.	Euclid, Books I and II, with at least ten additional deductions.	Books I, II and III, with at least fifteen additional deductions.
Adjectives and Pronouns, with written Exercises, Regular Verbs of the four conjugations, Translation, Dictation.	Verbs, Regular and Irregular, written Exercises, Translations, Dictation, Memoriter reproduction of a brief narrative read in French.	Grammar, easy translation from French into English, and from English into French. The reproduction in French of an easy narrative read in French. Repetition.

## MODEL SCHOOL

SUBJECTS.	GRADE I.	GRADE II.
Latin.....	.....	The Declensions, Adjective and Pronoun, with exercises.
Greek.....	.....	.....
Hygiene.....	One half-hour per week for each grade.	
Drawing.....	No. 2 Dominion Freehand Drawing Course.	No. 3 Dominion Freehand Drawing Course.
Special Course.....	.....	.....
Grade Subjects... ..	As above.....	Scripture, English, Arithmetic, Geography, History, French, Hygiene, Drawing, and at least one of the following: Algebra or Latin.

NOTE.— I. One or more of these subjects, as may be determined by the local school  
 II. The examinations in Reading, Writing, Oral French, Hygiene, Drawing, authorities, but the Inspector of Superior Schools will inspect and in the remaining subjects as indicated under the respective grades.



ACADEMY.

GRADE III. MODEL SCHOOL AND GRADE I. ACADEMY.	GRADE II.	GRADE III.
The four conjugations, Regular and Irregular, with written exercises, Cæsar's Helvetian War, Chap. I. 10, Welch & Duffield).	Cæsar Bell. Gall., Lib. I. Grammar and Syntax. Easy Prose Composition.	Cæsar.—Bell. Gall., Bks. I. and II. Latin Grammar. Virgil.—Aeneid, Bk. I. Prose Composition, based on the prescribed prose text, and Easy Translation at Sight.
.....	Grammar accidence with exercises.	Xenophon.—Anabasis, Bk. I. Greek Grammar. Prose Composition, based on the prescribed prose text, and Easy Translation at Sight.
No. 4 Dominion Freehand Drawing Course.	No. 5 Dominion Freehand Drawing Course.	General Review of Freehand and Geometrical Drawing, with Perspective and Model Drawing.
.....	Botany, Chemistry, Physics, Physiology, and Agriculture.— <i>See Note I</i>	Trigonometry, Botany, Physics, Chemistry, Physiology, and Agriculture.— <i>See Note I.</i>
Scripture, English, Arithmetic, Geography, History, French, Hygiene, Drawing, and at least one of the following: Algebra, Geometry or Latin.	Scripture, English, Arithmetic, Geography, History, French, Drawing, and at least two of the following group I: I. Algebra, Geometry, Latin, Greek. And at least one of the following group II: II. Physics, Chemistry, Botany, Physiology, Agriculture.	At least six subjects as prescribed for the A. A. Certificate.

authorities.  
ing and Book-keeping, are determined and conducted by the local school report on these subjects. Pupils are required to pass the Provincial Examination

## CONVENTION OF PROTESTANT TEACHERS.

The Provincial Association of Protestant Teachers holds its annual convention in the Assembly Hall of the High School, Peel Street, Montreal, on the 13th, 14th and 15th of October.

There will be an exhibition of school work in the Gymnasium during the three days of Convention.

## PROGRAMME.

A meeting of the Executive Committee will be held in the High School on Wednesday evening, October 12th, at 8.30.

Thursday morning (from 10 to 12).

Reading the reports of the several Committees of Convention.

Thursday afternoon (from 2 to 5).

Miss Edey, Billerica, P. Q. How to interest Pupils.

Miss Catherine Aiken, Stamford, Conn. Methods of Mind Training.

Thursday evening (from 8 to 10).

Addresses by the President, Mr. Mabon; the Rev. Dr. J. Clarke Murray, of McGill, and others.

Friday morning (from 9 to 12).

Mr. Honeyman, of Granby. Distracting Elements in the School Life of the Pupil. How to meet them.

Mr. E. N. Brown, of Lachine. Spelling.

Friday afternoon (from 2 to 5).

Miss Ross, of the High School. Elementary Geography.

Dr. Adams, of McGill. Physical Geography.

Mr. Jordan, of Compton. The Local Association.

Friday evening.

Address by Dr. Feilde, on School Eye-sight.

Address by the Hon. H. J. Duffy, on What the Public expects of the Teacher.

Saturday morning.

Calisthenics by the Riverside Cadets.

Mr. Arthy, Arithmetic.



The reports that are to be read Thursday morning are from the following:—Executive Committee, Representative on the Protestant Committee, Pension Commissioners, Curator of the Library, Finance Committee, Committee on Professional Training, Committee on Pension Fund, English, Text Books, Course of Study, Child Study.

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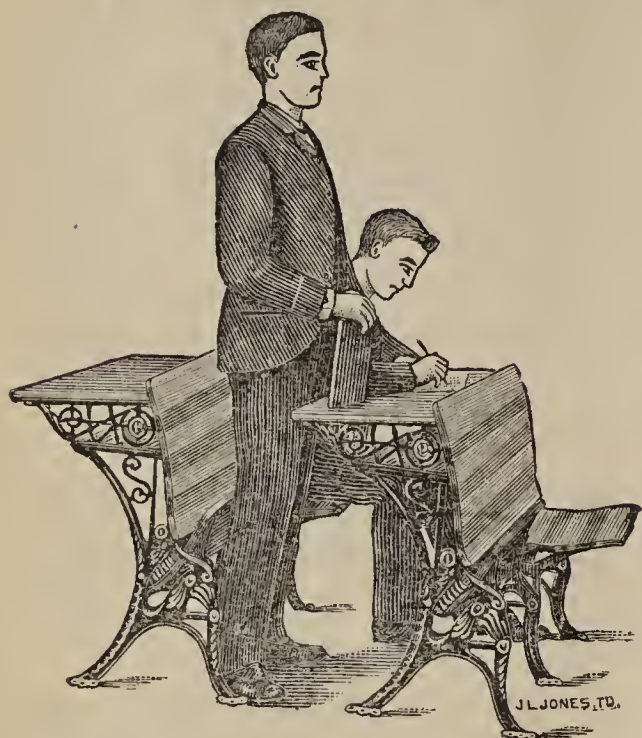
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# INTERNATIONAL DICTIONARY



THE  
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No. 10.

OCTOBER, 1898.

VOL. XVIII.

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**Articles : Original and Selected.**

**AN ADDRESS TO TEACHERS.\***

*Mr. Principal, Ladies and Gentlemen :—*The very interesting proceedings with which the work of McGill Normal School is terminated each year are especially gratifying to me as Superintendent of Education in this Province. For reasons that are quite obvious to all, my knowledge of the actual conditions of the schools of the majority, of the difficulties under which these schools labour and of the progress they are making is fuller than it is of the matters connected with the education of the minority. When, however, I come to the Normal School and actually see the large number of young people who after careful training are going out to teach the youth of our land, and when I hear the inspiring addresses delivered here, I realize more strongly than ever that, though separated educationally on national and religious lines, our ideals are practically identical, our efforts tend in the same direction, and our methods differ but little. If we may judge from the usual indications, more popular interest has been taken in this Province during the past few years in educational matters than ever before. Out of the dissatisfaction that really expresses a desire for better things, has arisen a clearer idea in the popular mind, let us hope, that after all the school is what the

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\* Delivered at the McGill Normal School, Montreal, by the Superintendent of Public Instruction for the Province of Quebec.

teacher makes it. While educationists do not carry this principle to the extent of scorning such material advantages as comfortable school-houses and furniture, pleasing and even artistic surroundings, they have long known and said, As the teacher, so is the school. Reforms come slowly.

Fructifying ideas have their periods of germination, and of growth. Institutions under democratic governments, educational committees and administrative bodies have to wait for the movement of the people. In this Province we see the results of the growth of the professional idea. As you are aware, the Protestant Committee has brought into effect, with the support especially of the country districts, regulations by which it will be necessary for every candidate for a diploma to spend at least four months in this institution, undergoing a practical training in the art of teaching, and learning the principles and methods that have their basis in a sound psychology and their justification in the successful test of the class-room. The step taken by the Protestant Committee is one of the most important ever taken in the history of education in this Province, and the satisfactory working out of the new scheme will be welcomed by all friends of education.

It may be that in the adjustment of local peculiarities to the new condition of things, unforeseen difficulties will arise, but they should be neither serious nor discouraging.

The good results are sure to make the disadvantages, if any there be, relatively small. In time past it was necessary to argue in favour of normal school training, but that time has gone by forever. The judgment and the experience of all living nations have declared in unmistakeable tones for the trained teacher, and wherever ample provision is not made for normal school training there is a movement in that direction going forward as rapidly as circumstances will permit. In a recent number of the *Educational Journal*, of London, England, is an article, too long to reproduce here, which gives an excellent summary of the regulations of the Protestant Committee for the training of teachers, and an appreciative reference to the recent establishment of a Catholic Central Board of Examiners and to the institution of a system of "*Conférences Pédagogiques*" for the Catholic teachers of this Province. It says also that the Roman Catholics have in contemplation an extension of their normal school work, and remarks that in conservative



Quebec educational progress is apparent. Home news from abroad is not always so trustworthy, nor is it always so sympathetic, as this.

To the graduates of the Normal School whom I see before me I offer my congratulations upon the successful completion of your course of training under your accomplished Principal and his devoted colleagues. I trust that you are going forth with noble ideals and with the enthusiasm of the missionary.

Without the former your work will be sordid, and without the latter your life will be of little worth. You must ever remember that "cram" is not education, that instruction is not your work, that method without reason is the dullest of routine.

Perhaps many of you remember when under the influence of some broad-minded teacher your own mind received an awakening, an inspiration came to you from an indefinable contact with a superior intellect, and you felt something of the grandeur of truth. The greatest teachers the world has ever known have been great not by what they have been able to thrust upon the unwilling mind, but by the seeds they have sown which have brought forth a hundredfold after their own kind, by the direction and the impetus they have given to life and thought. In short they have seen that the mind develops by natural growth rather than by accretion, and they have had the courage to teach accordingly and to wait patiently for the results. You will do well to imitate, or rather to emulate, such examples.

Your work, however, cannot be confined to the intellect alone. I mention it first because it is a prerequisite to morals and manners. Probably the strongest grounds ever taken to justify state control or support of education is that the educated citizen is more useful and less troublesome to the state than an ignorant one. Without discussing the question fully it may be safely said that we have no proof, and very little evidence, that purely secular education improves the morals. From the point of view of the state it is of paramount importance that you should train your pupils in the principles and practices of morality. This you can do only on the basis of religious instruction.

Matthew Arnold, who could never be suspected of a bias in favour of ecclesiasticism, declared in one of his best

official reports that his experience had convinced him that moral training of the child was practically fruitless without the support of the ordinary religious sanctions. You will do well to keep this carefully in mind, and you will observe as time goes on that a motive must be furnished for the morals of a people, and that the best motive of all is to be found in the verities of the Christian religion. From morals to manners may seem a long cry, but I must say as I have said before, that I fear our Canadian schools are not alive to their opportunities for cultivating, without loss in any direction, the little graces of manner and expression that do so much to smooth the asperities of life. Of course "one may smile and smile and be a villain," and for such peculiarities we make due allowance, but we can not doubt that our acts, as physiologists tell us, have a reflex action upon our feelings. If it takes three generations to make a gentleman, it may be suggested that the training in manners given in our schools can have but little effect upon pupils whose habits are already boorish and whose environment is unfavourable, but the true teacher like the true reformer must never be discouraged or cast down by untoward circumstances.

I urge you then throughout your career to stimulate the intellect, to cultivate the morals through religion, and to create and foster a love for the beautiful in all its manifestations. By thus determining the lives and manners of its future rulers and citizens you will contribute something to make your mother country glorious.

### **Editorial Notes and Comments.**

MANY of our readers have doubtless heard of the "Gill School City," and some have probably wondered what it might be. The following extract from an exchange gives a good idea of Mr. Gill's educational idea :

A somewhat novel experiment was tried in New York during the month of July and a part of August. Mr. Wilson L. Gill, who has done excellent educational work before, and who is president of the Patriotic League, is the inventor of a plan somewhat similar to that of the George Junior Republic, except that it is more comprehensive and is capable of being applied in public schools throughout the country. His plan is called the Gill School City, and



consists in organizing a school into a perfect miniature municipality, governed exactly like large cities, with a mayor, aldermen, police, street-cleaning and health departments. The vacation school chosen for Mr. Gill's experiment is situated in the heart of the thickly populated east side of New York. The school, which numbers nearly twelve hundred children (nearly all of Jewish parentage), is divided into "boroughs" like those which will comprise Greater New York. Each borough is properly represented in the city council. The officers of the city are elected exactly as they will be under the Greater New York charter, and the departments work in the regular way. The street-cleaning department has drawn up laws which oblige children to keep the school building and yard in order and not to deface any school property. It is connected with the municipal street-cleaning department. The members are promoted from drivers to be street cleaners, then foremen and finally superintendents, each boy or girl doing a useful work to typify that which the employees of the real city perform. They send in regular reports to the street department of the work done by them in the neighbourhood, and since they have been carefully taught the law on the subject, there are few mistakes made, and about five thousand corrections of genuine violations of sanitary code are reported every month. The health department of the school city has also received suggestions and advice from the health department of New York, and is to have leaflets printed for distribution, not the serious and scientific leaflets of the larger department, but bright and popular pamphlets suited to the neighbourhood. The police department is carefully supervised. The three judges, consisting of two boys and a girl, recently impanelled a jury to try a police captain accused of improper conduct; the verdict "guilty" was returned and the captain, much to his chagrin, deposed.

Mr. Gill is entirely satisfied with the success of his experiment in New York and hopes to spread it throughout all the large cities of the Union. He expects that in New York it will be made a permanency in two or three schools this coming fall, and the Hoffman school, of Philadelphia, has definitely decided to introduce it immediately.—*The Occident*.

—THE Editor of the *School Moderator* is not far astray when he says, "If your pupils have not memorized some good selections of literature this year, get at it at once. No matter what grade you may be teaching, you should be ashamed to confess negligence in this particular." And the *Primary Teacher* has the same idea in view when it remarks, "Memorizing the best things in literature is a feature of modern school work, the importance of which can be hardly overestimated. In this connection a few things are to be kept in mind: The selections should have literary merit; should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable."

—SPEAKING of the important matter of parental responsibility, the *Teacher* speaks out its mind in such plain terms that what it says is well worthy of repetition, being not without application as regards our own country.

"The public mind is much interested in the matter of compulsory education. It has taken deep root, and in our opinion will continue to grow until all the States will have established the necessary rules and regulations under which every child will be compelled to learn to read. While the method of enforcing the law may seem to some unnecessarily rigid, and may provoke much criticism, yet the purpose of the law is never condemned. As a result, the percentage of illiteracy will continue henceforth to diminish year by year. The resident youth will speedily know. The supply of the foreign article will be prohibited. The illiterate adults will be the only ones left to vex the pride of the State.

"The reason for the passage of such laws is not to be found in State pride or the low percentage of illiteracy, not in any desire on the part of the State to improve the social condition and increase the happiness of its citizens, but solely that the State itself shall be strengthened in and by the intelligence of its people.

"The people should understand that the force idea in these laws, whether enacted or suggested, has its only basis in this idea, that the State is stronger in all lines of development by the amount of intelligence in its people. Ignorance has many children, and they are all disreputable. Not one of them adds to the strength of the State. Shall the



right of the State, then, be questioned when she says to her people that they must be primarily equipped for the acquisition of knowledge and truth? Shall any ideas of personal liberty be permitted to clash with the expressed rule of the State that her people shall read and think and know? Shall school-houses be built and schools established, and teachers prepared and appointed, and millions of dollars be expended for the support and maintenance of these schools, and shall the people, then, for whose benefit they were erected, be permitted to refuse the proffered help?

“The right, the necessity, the justice, the value of enforced attendance is admitted. Another question, somewhat connected with compulsory attendance for limited periods, presents itself for consideration. If the State has the right to insist upon a certain amount of attendance for each year, has it not the right to regulate the attendance of all pupils at all times? Has it not the right to insist that all pupils shall be present at every session of the school unless prevented by cause of sickness? Has the parent the right to keep his child home to run errands or to wash dishes or to mind children or to go shopping? Has the parent any right to any portion of the daily session for dancing or music or other lessons of any character outside of the school curriculum?

“We believe that the regular attendance of the pupil at all sessions of the school can no more be set aside by the parent than the State can set aside any portion of its obligations. For all the preparation and provision for public education made by the State only this is demanded: that the parents shall send their children to the schools so provided, not one day nor ten days, but every day. It is the other side of the contract. Beyond all this, there is another valuable result. Regular, punctual attendance is formative of character. It is elevating. It teaches respect for law and authority. The better citizen grows out of it. The better business man grows out of it. Steady, sterling characters flow from it. Better scholars, better results, better teachers spring from it. Is it not time for us to throw aside old foolish customs of school management, and to rise up to the full stature of men in our conceptions of public schools and public education. The problem might as well be solved now as twenty years hence.”

### Current Events.

THE following communication has been received from the Acting Secretary of the Associated Board of the Royal Academy of Music and Royal College of Music:—At the request of a number of Canadian musicians and others who desire to establish a standard of musical education in this country, the Associated Board will hold examinations in leading centres, in November. The board, of which the Prince of Wales is president, is composed of representatives of the Royal Academy and Royal College of Music, London, England. These are the only two institutions of the kind which are aided by government grants. The chairman for Canada is His Excellency the Earl of Aberdeen, and the honorary general representative, Lieut-Col. J. B. MacLean, Montreal.

Centres have been established at Halifax, St. John, Quebec, Montreal, Ottawa, Kingston, Toronto, Hamilton, London and Winnipeg. As the work of the board becomes better known, centres will be established in the principal towns as well. Until then candidates may apply for information to the nearest representative or to the secretary, Mr. P. A. Grinsted, Montreal. The examiner, who is always a well-known musician, will be sent from England, and it is not improbable that either Sir Alexander Mackenzie, the president of the Royal Academy, or Sir Arthur Sullivan, both of whom are members of the board, may be asked to come out to formally inaugurate the work in Canada.

The board does not teach music, but is a purely examining body. In Britain many so-called colleges held examinations to make fees, for they passed every candidate—just as in some of the States any person can get the degree of M.D., on payment of \$25. The board was organized to conduct thorough and searching examinations. No one connected with it receives a cent. In Canada the surplus, after paying the necessary expenses, will go to found scholarships in this country.

—THE Protestant School Commissioners of Montreal are having no little difficulty in providing accommodation for the ever increasing number of children applying for admittance to the various city schools. At the last meeting of the Board, the Superintendent reported that the attendance



during September, as compared with September, 1897, was as follows :—Aberdeen school, 802 pupils, increase, 18 ; Ann street, 486, increase, 79 ; Berthelet street, 625, decrease, 20 ; Britannia, 70, decrease, 9 ; Dufferin, 560, increase, 9 ; High school, 647, increase, 50 ; Girls' High school, 488, increase, 58 ; Lansdowne, 760, increase, 43 ; Lorne, 673, increase, 18 ; Hochelaga, 133, increase, 39 ; Mount Royal, 679, increase, 7 ; Riverside, 720, increase, 58 ; Royal Arthur, 467, decrease, 27 ; Senior, 283, increase, 55 ; Victoria, 593, increase, 41 ; McGill Model, 489, increase, 54 ; Baron Hirsch, 302, decrease, 21. Total 8,777 pupils, which is an increase of 472 over the corresponding month last year. A remarkable state of affairs was shown to exist at Mount Royal and Aberdeen schools. 194 children who had applied for admission into three schools, had to be refused, as there was no room. Fifty-three were for the kindergarten. Of the others 95 were accepted at other schools at a greater distance, while 36 kept their names on the list for admission, but were in the meantime not attending any school. Immediate steps are to be taken to remedy this serious state of affairs. It is interesting to note the statement in the same report that there are 1,017 Hebrews, and 289 Roman Catholics in attendance at the schools under the Board's control.

—AMONG the new appointments to the teaching staff of McGill College, Montreal, are those of Mr. Ernest Rutherford, M.A., B.Sc., of Trinity College, Cambridge, as W. C. McDonald Professor of Physics ; and Dr. James Wallace Walker, of University College, London, as W. C. McDonald Professor of Chemistry. Both of the new professors have made their mark in connection with their special branches of science, and the university is to be congratulated on securing their services, the more so as they have not only the knowledge to fit them for their respective positions, but have also the reputation of being successful teachers.

—THE Protestant Board of School Commissioners of Montreal have asked and obtained a legal opinion as to whether they are obliged to admit Chinese children to their schools or not. The lawyers consulted are of the opinion that admission cannot be refused, seeing that the school taxes of all citizens other than Roman Catholics go to the Protestant Board.

—AN exchange says : " The authorities of the University of Edinburgh have done an unusual thing in crossing the

ocean to find a successor for one of their eminent teachers. Dr. Calderwood, a Presbyterian divine, who was for many years professor of Moral Philosophy in the university, died in the early summer. At a meeting held soon after his death the curators of the university elected as his successor Prof. James Seth, of the Cornell University, in the State of New York. Their attention was drawn to him probably because he is the brother of Professor Seth, who now fills the Chair of Logic and Metaphysics in the University of Edinburgh. The Seth brothers are men of high repute, especially in the department of ethics, but we do not remember that the old and famous university has ever called an American before to be a prominent member of its Faculty.

### **Practical Hints and Examination Papers.**

#### **PLANNING SCHOOL STUDIES.**

BY CHARLES D. NASON, IN THE *Institute*.

The coming of a new class raises problems which are perennially interesting. If the school's work is to be well done, the marshalling of the disorderly squad, giving to each his books, his seat, and his work, requires patience and skill. To the end that the first impressions of the class may be those of law and order, the teacher should have in mind a definite line of policy. She should know exactly how everything is to be done; thus, the planning for this first day of school is all-important. Nothing should be left to chance. At the session's close, this first day's plan may be laid aside and the serious work of the year begun.

The problem of the teacher is to break with the past few months spent in play and recreation, and to form a new habit of life. The transition should not be too abrupt; the remembrance of yesterday is too strong upon the children to permit their doing cheerfully tasks which later in the year may have a certain zest of conquest about them. On the other hand, too great laxity on these first few days should not be permitted, lest the children have greater difficulty later in learning the lesson of close application, and their work for the year suffer in consequence. This initial difficulty illustrates the grand thing about the teacher's work, in that it does not permit of definite rules, but that



every case has to be decided according to its merits. In this case, the teacher will judge according to various details, whether she should first give a hard lesson or one that is easy.

However the first few days of school may be spent, a definite plan of work should be mapped out. The whole work for the year must be before the teacher, and she should judge, as nearly as may be, how much time she can afford to spend upon each subject, how she can combine two or more subjects so that the time given to one may aid in the presentation of the other, and how she may correlate subjects so that she may teach double matter in unit time. In the present congested condition of our public-school curriculum, it is absolutely necessary, if good work is to be done, to telescope one study within another. With the year's work before her, the teacher should plan out her course for the term. Although a person with teaching genius may be able to work moderately well without a plan, an ordinary teacher needs the assistance of a definite schedule of studies ; and genius itself may be helped by method.

After the yearly course has been drawn up, a daily programme of studies should be decided upon. The first thing to do in the morning is to link this present day with the days that have gone before ; to form a connection between the outdoor activities of yesterday and the school activities of to-day. The Bible reading and the singing of good, strong music answers this purpose admirably. As in most schools the Bible, if allowed at all, must be read "without note or comment," the selection of passages where beauty of expression is coupled with nobility of sentiment is necessary, and the selection of songs embodying the same ideas is of value. The disorder which was noticeably present in a certain school was traced to the morning songs, which were beautiful, though weak, extracts from a popular opera. A change in the morning music wrought a change in the character of the school.

The morning exercises are followed by the serious business of the day. First should come those exercises which make a heavy draught upon the energies of the mind ; following these, less severe studies ; and just before the close of the morning session, a relaxation in the difficulty of the work would be advisable. When the children come back from their long noon recess, they have recuperated,

to a certain extent, and a rather difficult task may be assigned, soon followed, however, by relaxing studies. In general, the afternoon session should be entirely given over to manual exercises and less arduous mental labour.

After the programme has once been established, it should not be set aside for light or inconsiderable reasons, although it will often be advisable, and frequently necessary, to make a change. In such cases, it should be remembered that the teacher made the programme, and therefore she is superior to the programme, and may not be ruled by it, if she does not so desire. Too frequently a line of conduct becomes confined to a rule, the power of which is altogether out of proportion to its usefulness. The existence of the rule is then made an excuse for the work ill-performed.

The planning should not stop with the preparation of the daily schedule. Each lesson ought to be so planned that the teacher may know, in a general way, what effect it is having on each mind before her. A logical method within the lesson itself should be aimed at, but this does not imply a logical order of task following upon task. The lessons may be arranged in logical sequence, but this is by no means necessary, and this order of succession may often be productive of evil. While the teacher who has gone over the work many times clearly perceives the logical relations of the subject, and is helped in her understanding of the subject by these relations, the child-mind is not especially susceptible to logical arrangement. The child's experience with the subject in hand is not so extensive as is the teacher's. Then, again, if a child is indisposed during a single lesson, or if he does not see the bearing of an exercise, the value of the logical sequence is destroyed. In the teacher's mind, of course, there should be some scheme by which one lesson follows another, but this scheme may not be known by the pupils. For the pupil, each lesson should be a unit embodying, besides the main matter in hand, a partial review of what has gone before, and an anticipation of what is to come. The review and the anticipation form all the connecting links that are necessary. The missing of one lesson may thus be partially made up by a more careful preparation of the review.

The planning of school studies, then, begins extensively



in the mapping out of the work for the year. This planning focusses itself, through the daily programme, upon the presentation of each individual lesson. It is unnecessary to discuss the advantage to the teacher of having before her the work all arranged in orderly sequence ; at a glance, she knows the progress of her class, and can predict pretty accurately how long it will take her to get over the ground she is to cover. Then, again, the mere planning of the work gives to the teacher a consciousness of her position, both as an artist, working with mental pigments, and as a scientist, investigating the laws of mind,

—TEACH THE CHILDREN, says the *Courier Journal* :

Never to hold a book near the fire ; drop a book upon the floor ; turn the leaves with the thumb ; lean not rest upon an open book ; turn down the corners of leaves ; touch a book with damp or soiled hands.

Always to keep your place with a thin book mark ; place a large book upon the table before opening it ; turn leaves from the top with the middle or forefinger.

Never pull a book from the shelf by the binding at the top, but by the back.

Never touch a book with a damp cloth nor with a sponge in any form.

Never place another book nor anything else upon the leaves of an open book.

Never rub dust from books, but brush it off with a soft dry cloth or duster.

Never close a book with a pencil, a pad of paper or anything else between the leaves.

Never open a book further than to bring both sides of the cover into the same plane.

Always open a book from the middle and never from the ends or cover.

To avoid injuring the leaves of books never put a pencil mark in a library book.

Always keep your books out of reach of small children and in a clean, dry place.

Always keep any neatly bound borrowed book covered with paper while in your possession.

Never attempt to dry a book, accidentally wet, by a fire, but wipe off the moisture with a soft, dry cloth.

Never write upon paper laid upon the leaves of an open

book, as the pencil or point will either scratch or cut the book leaves.

Never lend a borrowed book, but return it as soon as you are through with it, so that the owner may not be deprived of its use.

Never cut the leaves of a book or a magazine with a sharp knife, as the edge is sure to run into the print; nor with the finger, but with a paper cutter or an ordinary table knife.

Never hold a small book with the thumb pressed into the binding at the lower back, but hold it with the thumb and little finger upon the leaves and three fingers upon the back.

—SPELLING EXERCISE.—The following list was prepared by Superintendent F. T. Oldt, of Dubuque, Ia., for a Teachers' Institute. Sixty-five teachers took part in the trial and but one made perfect marks. Give the list to your pupils, and see how many of them can spell all the words correctly :

Preparation,	separating,
parallel,	emanate,
precedent,	leisure,
intercede,	emigrant,
liniment,	repetition,
brigadier,	supersede,
inflammation,	weird,
tranquillity,	immigrant,
received,	stratagem,
wield,	jealousy,
seizing,	strategy,
reprieve,	diphtheria,
accessible,	orifice,
siege,	sacrilegious,
stationery,	symmetry,
icicle,	anonymous,
satellite,	exaggerate,
acqueduct,	herbivorous,
permanence,	siphon,
conscientious,	inference.

### THE TEACHER'S ALPHABET.

In producing the following epitome of pedagogic philosophy, by Dr. Griffin, of the Chicago Normal School, the



*Educational News* says, "We have rarely seen so much sound doctrine and helpful, practical suggestion crowded into so small a space. Here it is. File it. It will bear re-reading and will not grow obsolete."

The "Alphabet" is as follows:

A teacher who has forgotten how he felt as a child, lacks an essential for a good disciplinarian.

Because a child is slow we must not count him dull. Slow boys and girls have made quick men and women.

Children soon learn to wait for the "thunder clap." Never, then, begin by trying to startle a class into attention. Attention thus gained is not healthy.

Do not make tug-boats out of yourselves, to *pull* your pupils through the wave. Act as a rudder, to *guide* them. If patient the storm will soon pass.

Every teacher who succeeds in awakening a desire for better things in a young scapegrace, deserves more praise than a thousand "hearers of lessons."

Faith, love, courage, patience, sympathy, self-control, enthusiasm and common sense are the avenues that lead to the children's hearts.

Good, hard-working, conscientious, progressive, enthusiastic teachers must never hope to receive their reward in this world.

Hundreds of teachers (?) go to their classrooms every day who are as unfit for their work as a snail for rapid transit.

It is much easier to teach by rote than to train and develop the mind. For this reason many cry down the new methods and cling to the old.

Just as well try to practise medicine with no knowledge of physiology, as to teach with no knowledge of the child one is teaching.

Know as much of the home life of your pupils as possible. It will often help you to get hold of the bad boy, to know his bad father.

Let every child have access to the school library. Lending the books to those only who obtain high rank is bad.

Often the ones who need the books most never get them. Many children who are full of animation, life, fun and happiness, are made to hate school and books because their teachers do not take the time or trouble to study their dispositions.

Never get out of patience with a slow pupil if you desire to keep him patient. Never laugh at him unless you desire to wound his feelings.

Opportunities are often given teachers which they fail to see. Heaven lead us all to feel thy power, Opportunity, and teach us how to rightly use it.

Professional teaching can only be done by professional teachers. Professional teachers are those who take time to prepare themselves for the work.

Question, then name the pupil who is to recite; all will then give attention, not knowing who may be called to answer the question.

Read of Laura Bridgman, Helen Keller, or the boy Salvagnus, and tell me if we, who have the five senses with which to work, dare assert there is a child in our charge whose understanding we cannot reach.

Some of your brightest pupils may become useless members of society unless you teach them how to apply what they learn.

There should be almost as many methods as there are pupils. "'Tis they who with all are just the same, more often than their pupils are to blame."

Unless a child is taught to govern himself in the school-house and school yard, pray, where is he to be taught? His employer cannot be expected to hire some one to watch that he does his duty.

Very few teachers stop to think that the "dull boy" is only slow because he is deaf or near-sighted. Test any cases you may have, to see if this is not true.

What credit is due a teacher who graduates a bright, intelligent boy with a high standing? Scarcely any. Such a child will learn if shut up in a room by himself.

Xenophon, when a young man, had charge of an army of ten thousand men. He owed his success to his faithful, patient teacher, Socrates.

Young teachers are apt to look for immediate results and think if they see or hear of no improvement in their pupils that none has been made. Your influence is life-long; let it be for good.

Zeal, rightly applied by a teacher in her classroom work, is a better disciplinarian than a thousand rattans in the hands of as many "living" automatons. The teacher who deserves credit is he who awakens a sleepy mind; he who reaches that which others have failed to reach.



**TIME TABLES.**—Do not try to teach until your school is thoroughly organized. See that, as far as is possible, the pupils are properly classified. Be sure you have a perfect *time-table*. This time-table should not only show what you are engaged at every hour of the day, but it should also indicate how the pupils of each class are employed while your attention is directed to the teaching of some other form. When you have secured such a time-table, you should see that it is absolutely carried out, and success must certainly be yours. For remember, and repeat it to yourself every hour of the day, it is what the pupil does far more than what the teacher does which ensures a successful term's work. Never mind working so hard yourself; never mind shouting to your class at the top of your voice from nine to four; never mind preparing all the work, to be gulped by your pupils like sugar-coated pills; but be sure that every boy and every girl in your room is busily engaged from morning until night every day of the coming year, and then do not be in any way exercised over the results of your year's work. How can you be sure of your pupils being engaged every minute of the day, if you have no definite time-table showing the desk-work of each class? We again say be far more careful this year regarding the occupation of your pupils at their seats than you are regarding the quality of the instruction while under your immediate control.—*Canadian Teacher*.

### Correspondence.

*To the Editor of the EDUCATIONAL RECORD :*

DEAR SIR,—To-day we had in our school an autumn day, which proved such a decided success that I am going to tell you about it, hoping that by doing so, I may assist some fellow-teacher. The room was decorated with autumn leaves, ferns and flowers, while the blackboards were ornamented with designs of autumn leaves and fruits.

The parents had been invited for two o'clock, at which hour the elementary pupils marched up singing a ringing marching song. Then followed another song "Nine o'clock A. M." The next item on our programme was a class recitation by the pupils of the elementary department. With Dr. Kneeland, I consider these class recitations of inestimable

value to a teacher, even though in so doing I am obliged to differ in opinion with one so high in authority as Dr. Stevens. True, no teacher would think of having them take the place of individual reading, but where we want to teach that "Unity is Power," and that the strong must help the weak to grow strong, I know of no better means than by class recitation. In this way, too, we may impress on each pupil, a lesson that might with advantage be taken to heart by older persons, namely, that he is not the only one in the world. After a chorus, "Greet the Reapers," a most interesting lesson on the apple was given by Miss Hayes, my assistant. Each pupil had his apple and knife and went through a process of dissecting and examining, which could not do otherwise than assist in developing his powers of observation. Before the lesson commenced, apples had been passed around among the visitors, and it was rather a pleasant sight to see them enjoying the impromptu repast, while they lent an attentive ear to the queries and explanations of a bright wide-awake teacher. This was followed by a chorus, "Ripe are the Apples," which was sung with sufficient energy to show that the merry youngsters appreciate the fruit which, in these parts, grows in such abundance.

After a recitation by a wee tot, the elementary pupils took their departure, singing a marching song as they went. Then rose to the occasion the model school pupils, having first shaken out their limbs by means of a march and some calisthenic exercises. I had offered a prize in the form of a blotter, painted by myself, for the one who should make the best speech on autumn. The pupils were all armed with original speeches, and these were listened to with apparently deep interest. The prize was won by a pupil in Grade II. Model. After the day's entertainment, the mother of this girl told me that (like Miss Cole) Alice had wandered off alone to the woods to receive inspiration and write her speech, and were it not for the fact that I fear to take up more than my share (yes, as a teacher I have a share in it) of the EDUCATIONAL RECORD, I should give it to you, for I certainly think it did Alice great credit. The proceedings were then enlivened by an "Autumn Song," after which I gave a lesson on the different kinds of maples, their modes of reproduction, growth and so forth.



Then followed that familiar but beautiful song, "The Maple Leaf," each pupil holding in his hand a maple leaf with which he went through pretty movements. Next came a recitation, "A Song to the Maple." During the month, I had had my pupils write an essay on "The History of a Leaf," and the four showing the most originality were read.

The boys then joined lustily in the chorus "The Farmer's Joy." An autumn exercise was the next item on our programme. One girl represented Queen Autumn, while each of the others who represented some autumn flower or fruit, paid homage to her. Last of all came a little half-faded rose, who with drooping head, offered herself to Queen Autumn, when they together sang "The Last Rose of Summer," the one taking the alto the other the soprano. A chorus, "The Harvest Home," came next, after which, as we had chosen Bryant for our autumn poet, this year, his "Death of the Flowers," with gestures, was given by the whole school.

Some of the visitors present made a few remarks, at the conclusion of which the pupils made their exit, of course singing a marching song, their faces aglow and their hearts warm with the pleasure that comes each time we make an attempt to please others. Each visitor, as he wrote in the Visitors' Register, received a little gilt-edged card on which were pressed autumn leaves and flowers, with the inscription :

Souvenir of  
Autumn Day.  
Barston Heights Model School,  
Oct. 3rd, 1898.

Let me assure my fellow teachers, that as I sit here this evening, and the events of the day come back to my mind as pleasant reminiscences, the thought of my heart is, "It pays to take pains and trouble both for our pupils and the community in which we labour."

On our next visiting day we are to have "A visit to old Quebec and what we saw." I do hope that I have not bored you, Mr. Editor, but I think we teachers might assist each other very materially, if we, through our RECORD, would interchange ideas in a practical manner.

When I meet a real live teacher and hear about his work and aims, I always feel inspired to nobler action ; why then

are our teachers so silent about their work? "Modesty," you say! Is not that false modesty? If by giving our ideas to each other, we can be of some assistance, have we any right to keep them to ourselves? I, for one, would immensely enjoy hearing from my fellow-workers, and thus learning more of their plans and the practical working out of such plans.

With many thanks for the space you have granted me,  
I am, yours sincerely,

KATE E. COLE.

Barnston Heights, Oct. 3rd, 1898.

—THE following letter was received by the editor some time ago, but unfortunately was mislaid, and consequently remained unpublished. Needless to say, we are pleased at all times to hear from our readers.

*To the Editor of the EDUCATIONAL RECORD:*

DEAR SIR,—In reply to the invitation of the RECORD, for suggestions from teachers as to their methods, I must say that what has deterred me from writing before is that I have long waited for some other teacher to take the initiative. In vain however.

Acting on an experience given by a teacher in the *Institute*, I now allow my pupils to leave the room without first asking permission, the understanding being that the pupil must go out and return *very* quietly and that no two pupils are to be out together. At first I did not think this would be practicable in an elementary school, but have tried it with great success. I feel confident, should any of my fellow teachers try this, they will not return to the old method. In conclusion let me ask a question, Why is it that no advertisements for professional works appear in the RECORD or any other paper which we teachers see? The institutes are our only chance of knowing of their existence, and but few elementary teachers can afford the luxury of attending them unless they are near. I think a good educational magazine a great help, and yet few elementary teachers have them for the above reason.

Yours truly,

Kirkdale, Que.

ELSIE S. LYSTER.



## Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* for October is a splendid number of our National Magazine. There are two good articles in it, having reference to Newfoundland, one on her relations with Canada, by Dr. G. M. Grant, and the other, "Some Recent Premiers of Newfoundland," by P. T. McGrath. There are also several good short stories and sketches; while poetry, book reviews and a number of timely articles on various subjects complete one of the best numbers of the *Canadian* yet issued. (Published by the Ontario Publishing Company, Toronto.)

There is an article of great interest in the October *Atlantic*, in which Professor Mark H. Liddell speaks in no uncertain way about what he calls "Botching Shakespeare." The number is equal to the *Atlantic's* best, and that is no small praise. (Published by Houghton, Mifflin and Company, Boston, Mass.)

In an able article in the October *Ladies' Home Journal* it is shown how easy a matter is the establishment and maintenance of a public library, even in small communities. Considering the importance of this subject, the article should be read by all. (Published by Curtis and Company, Philadelphia.)

## Official Department.

DEPARTMENT OF PUBLIC INSTRUCTION,

QUEBEC, September 30th, 1898.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present :—R. W. Heneker, Esq., D.C.L., LL.D., in the chair; George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor A.W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Mr. Samuel Finley; Mr. W. S. Maclaren; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend Elson I. Rexford, B.A.; Principal S.

P. Robins, LL.D.; the Honorable Justice Lynch, D.C.L.; Mr. John Whyte, and Mr. James McGregor.

The meeting opened with prayer offered by the Bishop of Quebec.

The minutes of the last meeting were read and confirmed.

It was moved by the Reverend Dr. Shaw, and seconded by the Very Reverend Dean Norman, that in the future the regular meetings of this Committee be opened with prayer.—Carried.

Apologies for enforced absence were submitted from Principal Peterson and Mr. H. B. Ames.

The Secretary was requested to report upon the state of business that arose from the minutes of the last meeting, which he did. He was instructed to place such report upon the agenda paper as a permanent order to succeed the reading of the minutes.

The Reverend E. I. Rexford read the report of the sub-committee on the distribution of grants as follows:—

Your sub-committee begs to report that it spent the whole day yesterday in examining the tabulated returns of the June examinations, prepared by the Inspector of Superior Schools, and in arranging a scheme for the distribution of grants for submission to this Committee. There were present: Dr. Heneker, the Reverend A. T. Love, Inspector McGregor, and Elson I. Rexford. A letter of regret was received from Dr. Shaw.

Your sub-committee has also had the valuable assistance of the Secretary of the Department and of the Inspector of Superior Schools in this important work. A careful examination of these tabulated returns gives rise to many interesting questions concerning the present scheme of examinations. It appears from the general results of the examinations that there has been improvement in the manner in which the examinations have been conducted at the various local centres throughout the Province; and, while there have been a good many changes in the relative standing of the superior schools, your sub-committee finds that good progress is being made in the educational work of these schools. The tabulated returns bring out some points, however, which call for the careful consideration of the Committee. It appears that out of the 853 candidates who presented themselves for examination in the academies, 315, or about 37 p. c., failed to secure their promotion cards under existing regulations.



In order to reduce this excessive number of failures to the lowest point consistent with efficient work, your sub-committee begs to recommend, in accordance with the suggestion of the Inspector of Superior Schools, that a small committee of professional examiners be appointed to confer with the Inspector of Superior Schools concerning the preparation of examination questions and concerning the final results of the examinations.

The Secretary of the Department reported the amounts available for distribution as follows:—

Marriage License Fees.....	\$ 6,804 00
Interest on Marriage License Fund.....	1,400 00
Interest on Jesuits' Estate Fund .....	2,518 44
Share of Superior Education Fund.....	9,333 32
	<hr/>
	\$20,055 76
Permanent charges.....	1,850 00
	<hr/>
Amount available for distribution.....	<u>\$18,205 76</u>

Out of this sum the usual grants, amounting to \$6,400.00, are recommended for the two universities.

In accordance with the minute of the 25th of February last concerning grants to colleges, your sub-committee begs to report that Stanstead Wesleyan College is entitled to a special grant of \$250.00, and St. Francis College to a special grant of \$150.00. Your sub-committee regrets that, as the returns received late yesterday afternoon from Morrin College were incomplete, it is unable to make any report in reference to that institution.

From the reports of the Inspector of Superior Schools it appears that nineteen academies and six special schools are entitled to rank on the academy list, Lennoxville having been transferred from the model school list. The minimum grant of \$200.00 to each of these twenty-five schools amounts to \$5,000.00.

In making the returns for the equipment grant the Inspector followed the scheme of last year, as half the schools had been examined before the new scheme was adopted.

1,400 marks were allotted for the equipment grant.

Schools having 1,300 and over received \$40.00.

Schools having between 1,200 and 1,300 received \$25.00.

Schools having less than 1,200 received \$15.00.

Total equipment grant to academies \$570.00.

In distributing the grant for bonuses, (1) a maximum grant of \$200.00 is made to Huntingdon, and grants proportionate to the grand total marks to other academies, and (2) a grant of \$50.00 is assigned to perfect standing in the percentage column, and additional grants proportionate to the figures of this column were made to these institutions, giving a total of \$1,194 for bonuses to academies. A similar plan was followed in distributing the grants to model schools. The forty-four model schools receive a grant of \$2,200.00, a bonus grant of \$453.00, and an equipment grant of \$1,010. Seven special schools receive \$550.00. Your sub-committee, therefore, respectfully recommends that the following scheme for the distribution of grants be approved and submitted for approval of the Lieutenant Governor in Council.

(Signed,) R. W. HENEKER,  
Chairman.

After a discussion of the report in detail in connection with the proposed distribution and with the correspondence from various school authorities in regard to the ranking of their schools, the report was adopted, and the Committee resolved to apportion the Superior Education Fund according to the following list, and the Secretary was instructed to have it presented to His Honor the Lieutenant-Governor in Council for approval in the following form:—

UNIVERSITIES AND COLLEGES.

McGill University.....	\$4,150
University of Bishop's College.....	2,250
* Stanstead College.....	250
* St. Francis College.....	150
† Morrin College.....	.....
	— — —
	\$6,800

\* Subject to passing supplementals.  
† To be determined at the November meeting.



## ACADEMIES.

	Grant.	Bonus.	Eq. gr.	
Huntingdon .....	\$ 200	\$ 241	\$ 40	\$ 481
Sherbrooke .....	200	129	40	369
Lachute .....	200	125	40	365
Waterloo.....	200	131	25	356
Danville.....	200	94	40	334
Knowlton.....	200	81	40	321
Ormstown .....	200	95	25	320
Granby .....	200	79	40	319
Coaticook.....	200	77	40	317
Sutton .....	200	76	15	291
Inverness.....	200	66	25	291
Shawville .....	200	...	25	225
Cowansville.....	200	...	25	225
Cookshire .....	200	...	25	225
Aylmer .....	200	...	25	225
Three Rivers.....	200	...	25	225
St. Johns .....	200	...	25	225
Bedford .....	200	...	25	225
Lennoxville .....	200	...	25	225
	<hr/> \$3,800	<hr/> \$1,194	<hr/> \$570	<hr/> \$5,564

## SPECIAL ACADEMIES.

Compton Ladies' College.....	\$ 200
Dunham Ladies' College .....	200
Westmount .....	200
Quebec .....	200
Stanstead .....	200
St. Francis .....	200
	<hr/> \$1,200

## MODEL SCHOOLS.

	Grant.	Equip.	Eq. gr.	
St. Lambert .....	\$ 50	\$ 41	\$ 40	\$ 131
Valleyfield.....	50	41	40	131
Bury .....	50	35	40	125
Barnston.....	50	29	40	119
Stanbridge East.....	50	34	25	109

	Grant.	Bonus.	Eq. gr.	
Ulverton. ....	\$ 50	\$ 31	\$ 25	\$ 106
Gould.....	50	30	25	105
Hatley.....	50	30	25	105
Rawdon .....	50	26	25	101
Portage du Fort.....	50	34	15	99
Berthier .....	50	31	15	96
Lacolle .....	50	31	15	96
Scotstown .....	50	30	15	95
Kinnear's Mills.....	50	30	15	95
Richmond .....	50	...	40	90
Levis .....	50	...	40	90
St. Andrews.....	50	...	40	90
Buckingham .....	50	...	25	75
Lachine.....	50	...	25	75
Sawyerville.....	50	...	25	75
Clarenceville .....	50	...	25	75
Hemmingford .....	50	...	25	75
Compton. ..	50	...	25	75
Hull. ....	50	...	25	75
Farnham .....	50	...	25	75
Beebe Plain.....	50	...	25	75
Montreal West .....	50	...	25	75
Marbleton.....	50	...	25	75
St. Hyacinthe .....	50	...	25	75
South Durham.....	50	...	25	75
East Angus.....	50	...	25	75
St. Sylvester.....	50	...	25	75
Frelighsburg .....	50	...	25	75
Waterville .....	50	...	25	75
Windsor Mills .....	50	...	25	75
Leeds.....	50	...	25	75
Fairmount .....	50	...	25	75
Mansonville .....	50	...	15	65
Magog.....	50	...	15	65
Megantic .....	50	...	...	50
Bryson.....	50	...	...	50
Clarendon ..	50	...	...	50
Como .....	50	...	...	50
Mystic.. ..	50	...	...	50
	<hr/> \$2,200	<hr/> \$453	<hr/> \$1,010	<hr/> \$3,663



## SPECIAL MODEL SCHOOLS.

Paspebiac.....	\$100
New Richmond.....	100
Haldimand.....	100
Chicoutimi .....	100
Arundel .....	50
Sorel .....	50
Fort Coulonge .....	50
	<hr/>
	\$550

## SUMMARY OF GRANTS.

Universities and Colleges.....	\$ 6,800
Academies (Fund Grant).....	3,800
Bonus and Equip. Academies.....	1,764
Special Academies.....	1,200
Model Schools (Fund Grant).....	2,200
Bonus and Equip. Model School .....	1,463
Special Model Schools.....	550
	<hr/>
	\$17,777

It was moved by the Bishop of Quebec, seconded by Dr. Shaw, and

*Resolved*,—That the Secretary be instructed to enquire of the Secretary of McGill what is the exact number of Morrin College students who have complied with the McGill University requirements so as to be admitted to the succeeding year, and that in the meantime the grant to Morrin be reserved.

It was agreed to send examination papers to Gaspé South as well as to Haldimand, and to allow both schools to rank as ordinary model schools upon the fulfilment of the ordinary conditions.

The Secretary was instructed to inform the Lachine dissentient school trustees that, as our model schools are not ranked in two classes, the Committee cannot accede to their request for special ranking.

The commissioners of New Richmond are permitted to organize their model school in two buildings, to suit their peculiar geographical conditions, and to have credit for the work of the two schools, which will be considered as one model school in the distribution of grants.

A proposal from the Minister of Education of Ontario to have a Patriotic Day set aside for the Dominion as a day for special school exercises with a view to inculcating a spirit of loyalty and patriotism was considered, after which it was resolved, on the motion of Dr. Shaw and Judge Lynch, "That we hereby express our concurrence in the proposal of the Honorable the Minister of Education of the Province of Ontario as to the cultivation of a patriotic spirit among the children of the Dominion, and that, pending any legislation in the school laws of this Province on this subject, we strongly recommend that commissioners, trustees, and teachers of the Protestant schools of this Province observe such exercises daily or weekly, as in their respective localities they may find appropriate in the way of saluting the British flag and otherwise cultivating a patriotic spirit among the children. Further, that the day preceding the Birth-day of Her Most Gracious Majesty the Queen be specially observed with patriotic recitations and exercises, and be designated 'Empire Day.' "

In the same connection it was moved by the Reverend E. I. Rexford, seconded by the Honorable Judge Lynch, and

*Resolved*,—That a part of the equipment grant to each school be expended this year by the school authorities in providing a suitable Dominion flag and staff for the use of the school.

Various applications for diplomas under regulations of the Committee were considered, when it was agreed to instruct the Central Board to issue diplomas as follows to persons who have fulfilled the necessary conditions: To R. H. McRae, B.A., F. J. K. Alexander, B.A., H. A. Crack, B.A., and Miss H. D. Sever, the first class academy diploma; to Miss Bernice Walker, a second class elementary diploma upon passing her supplemental in June next; to Miss A. Fletcher, a model school diploma upon receipt of proof of satisfactory standing in Latin in her extra provincial examination.

The Committee decided that it could not grant the grade of diploma applied for by Messrs. Harland and Smith, and instructed the Secretary to seek further information from Miss Ethel Pitcher, B.A., and Professor Hart, B.A., before consideration of their applications for diplomas.

The Secretary was ordered to write to the Reverend



Mr. Prout, accepting his offer to visit the Protestant schools of the Magdalen Islands, giving him full directions as to his rights under the law, and asking him for a report at the close of the year.

It was moved by Justice Lynch, seconded by Reverend E. I. Rexford, and

*Resolved*,—That with a view to affording the public an opportunity of conferring with this Committee on educational matters, it is desirable that open meetings of the Committee be occasionally held, of which due notice should be given. That the President, the mover and seconder be a Committee to interview the Government to ascertain whether such proposal will meet with its approval; and in the event of a favorable answer being given, to secure the consent of the Honorable Commissioner of Public Works to the holding of such meetings in the Government offices, at Montreal.

The applications of A. Newton and Miss Janie Norris for second grade academy certificates on the recent June examination were granted, while that of Miss Robinson was refused.

The Secretary, after reading an invitation from the Protestant Teachers' Association to the members of the Committee to attend the Convention in Montreal on the 13th, 14th and 15th of October, was directed to write a note of acceptance and to convey the thanks of the Committee for the invitation.

It was moved by Judge W. Lynch, seconded by Bishop Dunn, and

*Resolved*,—That Principal Peterson, Dean Norman, and Messrs Rexford, Kneeland, Whyte, McLaren and Love, and the mover, be a sub-committee to consider the whole question of the examination and inspection of our superior schools, with instructions to report from time to time, after conference with the Inspector, about changes, if any, are desirable in the entire system, as at present framed.

On motion of the Bishop of Quebec and Dr. Shaw, the Secretary was requested to draw the attention of all the teachers to the fact that the scheme of Bible Study authorized in 1895 is still to be followed, and prepared for examinations in addition to the opening exercises.

It was moved by Inspector McGregor, seconded by Dean Norman, and

*Resolved*,—That article 78 of the Regulations of the Protestant Committee of the Council of Public Instruction be amended so as to read “The examination shall be held the third week in June.”

The application of Miss Margaret E. Mackie, for permission to enter the elementary class after Christmas, was approved on motion of Dr. Shaw and the Bishop of Quebec.

On the report of the Inspector, the prizes for well kept school grounds were awarded in the following order :—

1. Dunham Ladies' College .....	\$100 00
2. Sutton Academy .....	50 00
3. Barnston Model School .....	25 00

The sub-committee on Legislation was re-appointed with the addition of Judge Lynch. The application of the Lachine trustees for permission to use the elementary course of study and grading of the Montreal common schools, because of their proximity to the city and the frequent interchange of pupils, was granted.

An application from the Normal School Committee for a larger Government subsidy to meet its increased expenses was read, when it was resolved that the Secretary be instructed to transmit a copy to the Government with an intimation of the Committee's strong desire that the application be granted.

The Secretary was instructed to express to the school commissioners of Richmond the satisfaction of the Committee upon learning that they have assumed control of St. Francis College with the intention of conducting it hereafter as an academy, and the hope that the institution may prosper under the new arrangement.

Moved by the Reverend E. I. Rexford, seconded by Mr. G. L. Masten,

1. That in order to meet the temporary difficulties arising from the introduction of the revised course of study, the Inspector of Superior Schools be instructed to prepare optional papers in the following subjects for the June examinations :—

In English. Grade 2 Model—Deserted Village and  
Fifth Reader.

Grade 1 Acad.—Ivanhoe & Deserted Village.

Grade 2 Acad.—Lady of the Lake and  
Selections from Tennyson.



In Latin.

	Grade 2 Model—	(1) On Shorter Latin Course.
		(2) On Beginner's Latin Book, etc.

2. That the University Board of Examiners be requested to provide for the June examinations, 1899, optional papers in English, Tennyson and Scott's *Lady of the Lake*; and in Botany, Spotton's text-book and Groom's text-book.

3. That the Secretary of the Department be requested to issue a circular to each of the superior schools of the province advising them (1) of the foregoing action, and (2) that West's English Grammar for Beginners will be accepted for the preliminary examinations, and (3) that the history course in grades II. and III. Model includes the points of Canadian History which fall within the periods of English History named.—Carried.

FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE  
COUNCIL OF PUBLIC INSTRUCTION.

1898. *Receipts.*

May 24—Balance on hand.....	\$ 717 31
June 30—Unexpended balances.....	1,436 02
July 20—Grant from Government for contin- gent expenses.....	1,500 00
	<hr/>
	\$3,653 33
	<hr/>

1898. *Expenditure.*

June 2—Printing minutes of Protestant Com-		
mittee.....	\$	14 00
“ 14—Inspector's supplies and examination		
papers.....		141 18
“ 17—A. L. Gilman, Deputy Examiner.....		50 00
R. M. Harper, .....		50 00
A. W. Kneeland.....		50 00
J. A. McGregor.....		50 00
J. Parker.....		50 00
R. J. Hewton.....		50 00
Ethel Gale.....		50 00
P. Langlois.....		50 00
D. W. Munn.....		50 00
E. Harper, assistant, to replace absen-		
tee....		50 00

July 30—J. M. Harper, salary .....	\$ 300 00
G. W. Parmelee.....	62 50
Balance on hand as per bank book .....	2,635 65
	<hr/>
	\$3,533 33

1898. *Special Account.*

June 30—Superintendent of Public Instruction..	\$3,918 44
Sept. 23—From City Treasurer of Montreal.....	1,000 00
	<hr/>
	\$4,918 44

*Contra.*

Transfer to Superintendent of Public	
Instruction. ....	\$3,918 44
To Dr. S. P. Robins, Principal ..	1,000 00
	<hr/>
	\$4,918 44

The rough minutes having been read, the meeting adjourned to reassemble on the last Friday of November, or earlier, on the call of the Chairman.

G. W. PARMELEE,  
Secretary.



NAMES OF MODEL SCHOOLS.	Grand Total Marks.	Pupils in Ex. Grades.			Grade I.		Grade II.		Grade III.		Grade II. A.		Grade III. A.		Lat.	Frch.	Eng.	Geom.	Alg.	Arit.	Appliances.							
		Enrolled.	Presented.	Failed.	Passed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.																	
Arundel.....	11842	23	19	8	11	5	4	4	5	4	4	0	1	4	0	1	17	2	4	13	1	19	0	1385				
Barnston Heights.....	9796	27	12	11	15	4	1	4	4	1	1	1	1	1	1	1	12	9	0	4	0	11	1	1248				
Beebe Plain.....	10197	23	13	8	15	9	2	4	4	1	1	1	1	1	1	1	20	2	6	14	0	6	3	20	2	1175		
Berthier.....	15197	24	22	7	20	8	7	4	4	4	4	4	4	4	4	4	18	2	19	10	5	11	2	4	16	161		
Bryson.....	7252	34	20	6	23	7	11	4	4	4	4	4	4	4	4	4	21	2	24	1	3	0	3	26	3	1270		
Buckingham.....	18909	60	29	17	43	8	11	4	4	4	4	4	4	4	4	4	18	11	10	6	3	11	6	4	16	1270		
Bury.....	17852	44	25	2	38	11	2	5	4	4	4	4	4	4	4	4	21	2	1	3	0	11	2	4	1	1313		
Chelsea.....	794	57	5	0	52	3	2	3	4	4	4	4	4	4	4	4	25	5	1	2	0	2	2	0	0	...	...	
Chicoutimi.....	3203	61	5	18	43	2	3	2	4	4	4	4	4	4	4	4	25	5	1	2	0	2	2	0	0	...	...	
Clarenceville.....	14873	57	63	25	32	6	5	2	2	2	2	2	2	2	2	2	17	7	21	8	1	2	4	17	5	1	1241	
Clarendon.....	5472	63	22	9	54	4	6	4	4	4	4	4	4	4	4	4	22	8	2	4	1	1	1	5	5	1	990	
Como.....	4212	66	19	6	60	1	1	4	4	4	4	4	4	4	4	4	17	6	6	5	0	4	1	5	5	1	1250	
Compton.....	13063	60	45	18	42	5	7	2	2	2	2	2	2	2	2	2	13	7	13	13	0	13	4	17	5	1	990	
East Angus.....	7202	52	30	13	39	7	6	4	4	4	4	4	4	4	4	4	10	5	3	6	0	6	3	4	1	5	1250	
Farnham.....	11127	64	36	16	48	9	4	6	4	4	4	4	4	4	4	4	11	5	1	10	2	10	1	14	4	2	1264	
Fort Coulonge.....	2834	57	13	6	51	4	8	4	4	4	4	4	4	4	4	4	11	6	8	1	0	2	0	5	5	1	1075	
Freleighsburg.....	6274	57	28	10	47	3	6	4	4	4	4	4	4	4	4	4	11	6	6	8	0	2	0	9	9	1	1265	
Gould.....	10524	74	24	12	62	3	4	4	4	4	4	4	4	4	4	4	12	4	2	7	8	1	1	1	1	6	1204	
Haldimand.....	3713	56	10	6	50	3	3	4	4	4	4	4	4	4	4	4	12	4	2	7	8	1	1	1	1	6	...	...
Hatley.....	10333	78	28	11	67	2	4	4	4	4	4	4	4	4	4	4	12	4	5	1	1	1	1	1	1	6	1292	
Hemmingford.....	13388	60	37	21	39	4	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1260	
Hull.....	12763	64	36	21	43	0	6	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1268	
Kinnear's Mills.....	9079	84	20	9	75	3	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1160	
Lachine.....	16820	53	62	32	21	14	6	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1290	
Lacolle.....	10539	80	23	13	67	2	5	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1120	
Leeds.....	3737	53	22	6	31	1	5	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1215	
Lennoxville.....	16219	66	50	24	42	12	6	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1222	
Levis.....	7206	57	18	13	44	1	12	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1325	
Magog.....	9519	55	33	18	37	9	12	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	11225	
Mansonville.....	14131	66	37	19	47	7	10	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1163	
Marbleton.....	8917	63	24	14	49	2	20	3	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1266	
Megantic.....	11041	48	38	22	26	1	17	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1125	
Montreal Annex.....	3347	64	5	5	59	10	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1266	
Montreal West.....	9180	65	22	16	49	2	23	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1125	
Mystic.....	2482	65	30	17	48	3	4	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1265	
New Richmond.....	13793	69	29	17	52	1	2	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	11079	
Paspebiac.....	14989	64	43	20	44	8	8	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1195	
Portage du Fort.....	18383	60	33	14	46	15	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1256	
Rawdon.....	11059	61	18	10	51	4	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1307	
Richmond.....	14281	65	33	15	50	4	11	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1310	
St Andrews.....	10101	61	20	11	58	2	23	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1282	
St. Hyacinthe.....	8837	69	20	11	58	2	23	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1330	
St. Lambert.....	25031	62	66	43	19	5	21	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1245	
St. Sylvestre.....	6989	65	17	10	55	5	8	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1290	
Sawyerville.....	16507	66	56	22	44	14	10	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1156	
Scotstown.....	12065	71	26	16	55	10	6	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1250	
Sorel.....	1489	41	7	4	34	0	7	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1281	
South Durham.....	7429	65	22	14	51	3	8	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1255	
Stanbridge East.....	16985	68	28	14	54	3	7	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1281	
Ulverton.....	12134	75	28	13	62	6	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1305	
Valleyfield.....	25055	63	67	36	27	14	10	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1254	
Waterville.....	5092	66	20	7	59	2	3	4	4	4	4	4	4	4	4	4	11	8	5	1	1	1	1	1	1	6	1254	

TABULAR STATEMENT IN CONNECTION WITH THE JUNE EXAMINATIONS OF 1898, (ACADEMIES.)

NAMES OF ACADEMIES.	Grand Total Marks.		Percentage.		Pupils in Ex. Grades.						Grade II. M. S.		Grade I.		Grade II.		Grade III.		Lat. Grk.		Frch Eng.		Geom		Alg.		Arith.		Appiances.				
	Enrolled.		Presented.		Failed.		Passed.		Failed.		Presented.		Failed.		Presented.		Failed.		Presented.		Failed.		Passed.		Failed.		Passed.			Failed.			
	Enrolled.	Presented.	Failed.	Presented.	Passed.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.	Presented.	Failed.		Presented.			
Aylmer .....	9859	68	40	21	12	9	12	5	7	4	2	2	3	0	2	2	0	8	1	...	16	5	21	0	7	2	17	4	20	0	1236		
Bedford.....	5195	61	29	14	9	5	7	4	3	4	3	1	...	...	3	2	1	5	2	...	11	3	13	1	2	2	13	0	12	1	1205		
Coaticook .....	13851	78	37	27	19	8	13	10	3	8	4	4	4	3	1	2	2	0	13	0	...	20	7	25	2	12	2	26	1	24	1	1390	
Compton Ladies' College.....	8394	72	30	15	8	7	3	0	3	6	3	3	4	3	1	2	2	0	12	0	...	15	0	15	0	12	0	9	3	8	5	1348	
Cookshire. ....	11356	64	52	24	11	13	7	3	4	9	3	6	5	3	2	2	1	7	0	...	15	9	21	3	13	4	18	6	17	5	1260		
Cowansville .....	11939	70	49	22	13	9	5	5	0	10	5	5	6	2	4	1	0	13	7	5	2	16	6	18	3	10	7	16	6	19	3	1293	
Danville .....	20662	76	44	37	27	10	11	7	4	14	12	2	8	4	4	4	0	20	2	2	0	33	4	36	1	20	4	33	4	32	2	1335	
Dunham Ladies' College .....	13053	65	37	27	8	19	6	2	4	9	3	6	7	0	7	5	3	2	10	9	...	17	10	26	1	7	8	19	8	19	3	1251	
Granby.....	16503	71	58	33	21	12	10	8	2	15	10	5	5	1	4	3	2	1	22	8	...	28	5	30	3	20	0	27	5	26	4	1320	
Huntingdon.....	74193	81	173	111	68	43	15	11	4	43	27	16	45	22	23	8	0	67	23	16	0	92	19	105	6	74	20	85	26	101	7	1375	
Inverness. ....	9577	80	35	16	15	1	2	1	1	10	10	0	4	4	0	...	...	13	2	1	0	15	1	16	0	14	0	16	0	16	0	1236	
Knowlton.....	17019	70	46	34	26	8	13	10	3	12	9	3	7	5	2	2	0	6	0	...	33	1	33	1	20	0	33	1	31	1	1310		
Lachute.....	31935	77	72	57	40	17	19	17	2	19	13	6	13	5	8	6	5	1	37	11	7	0	45	12	53	4	27	7	48	9	55	2	1335
Ormstown.....	21035	67	80	42	20	22	14	8	6	15	6	9	11	5	6	2	1	27	7	1	0	28	14	36	6	17	5	32	10	36	4	1213	
St. Francis College.....	17953	64	60	36	12	24	9	1	8	12	5	7	10	4	6	5	2	3	19	4	1	1	28	8	33	3	18	5	20	14	19	12	1195
St. Johns.....	7251	70	17	14	4	10	5	0	5	5	2	3	3	1	2	1	0	9	5	...	14	0	14	0	6	3	12	2	12	2	2	1195	
Shawville .....	12729	65	43	29	17	12	11	8	3	14	8	6	2	1	1	2	0	2	13	14	...	20	9	29	0	11	7	22	7	25	4	1263	
Sherbrooke., ..	31693	85	66	49	42	7	18	18	0	9	9	0	16	12	4	6	3	3	38	3	1	1	48	1	47	2	24	3	43	6	44	3	1398
Stanstead W. College .....	17604	73	52	36	24	12	13	7	6	10	6	4	10	9	1	3	2	1	24	0	1	1	26	10	36	0	16	3	35	1	32	1	1300
Sutton.....	12948	83	23	20	18	2	4	3	1	9	8	1	6	6	0	1	1	1	1	0	0	1	19	1	20	0	14	0	20	0	20	0	1175
Three Rivers.....	6925	55	24	19	6	13	8	2	6	8	2	6	1	0	1	2	2	0	1	6	0	2	14	5	17	2	6	5	16	3	11	6	1243
Waterloo.. .....	35381	70	101	67	39	28	28	13	15	11	7	4	19	10	9	9	0	30	4	3	0	48	19	59	8	32	2	49	18	60	7	1235	
Westmount .....	50055	73	142	103	80	23	44	38	6	37	23	14	10	7	3	12	12	0	71	7	8	0	92	11	101	2	22	0	92	11	87	4	1360



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**Articles : Original and Selected.**

A TEACHER WHO TAUGHT.

CYRIL NORFOLK, in *School Journal*.

I once studied history for a year under a teacher who knew how to teach. The topic was general history, and the teacher devoted fifty minutes a day, four days in the week, to making thirty-five pupils in a country high school realize that a life-time is too short for the learning of much history ; and yet that great pleasure and profit may accrue from even a slight understanding of it. The prescribed text-book was "Swinton's Outlines of History," and we always learned three or four pages at a time as a ground-work for our lesson.

Assyrian and early Egyptian history we must have slighted. And yet, she made so much of an impression that, after fifteen years, when I spent some hours among the specimens of Assyrian art in the Louvre, very definite notions came to me concerning the reasons for its excellence and for its limitations, notions which I found, upon consulting the proper authorities, were quite correct. (I am reasonably certain that none of my studies in those fifteen years have touched upon Assyrian art.)

When we were ready to begin the history of Greece, Miss Thompson read aloud from Bulfinch's "Age of Fable," throughout the history period, the first day. She was a charming reader, and, moreover, an exceedingly rapid one, so she covered considerable ground in fifty minutes.

There were two or three copies of "The Age of Fable" in the school library and two more in the town library. We fought for those books, we planned to meet at each other's houses so that one might read aloud to several others, and before the end of a week we had read that portion of the book which refers to the Trojan war, and considerable more. Meantime we were learning and reciting a stated lesson each day.

There was never a recitation to which Miss Thompson did not add far more than what we had found in the text-book, and added it so vividly that we could not help remembering it. She always called us to account for this extra information, and usually we gave it back without much trouble. Almost every day she began a book or an article or a poem bearing on the subject, read it aloud until she reached a critical point, and then held it aloft with the smiling question, "Who would like to take this book home until to-morrow?" Thirty-five hands would go up and envied would be the fortunate one who received the book.

She spent days in trying to make us realize the grandeur of Greek art and letters. She used photographs and every book she could lay her hands on, but more than all she made us feel how great a thing the Greek influence has been through all the ages. If I may venture to say it without seeming ridiculous she made us feel that artists were painting, scholars were studying, and we, in our small way, were acquiring knowledge the better, because those artists and scholars had so labored in the long ago. In the last two weeks which we devoted to Greek history she read aloud a history of modern Greece, and then she gave us an examination. There were two parts to this examination. One was an essay on whatever in Greek history had seemed to each pupil particularly surprising, interesting, or worth remembering. The other was like all ordinary examinations, ten questions on the work just completed, but every question required for its answer an act of reasoning rather than an act of memory. Of course memory was necessary, memory of facts from which to reason, but no verbatim memorizing was of any avail in that examination, which included, it may be said, just as many questions on the information Miss Thompson herself had given us and on the books we had read and heard, as on the matter in the text-book.



We spent three months on Roman history. The first thing we did was to learn "The Prophecy of Capys." A certain number of stanzas were put on the blackboard every day, and those pupils who did not own Macaulay's "Lays" copied them into blank-books. Miss Thompson read aloud a book which covered the period of the seven kings of Rome. When we could recite, with more or less accuracy, every word of the "Prophecy," she told us that almost every important event in the history we were about to study was alluded to in that poem. Some of the allusions we were able to explain at once from what we had learned from her reading, and as we went on with our study we fixed each event in the "Prophecy."

Every day of that three months we learned two or three stanzas of the "Lays" until we knew the whole of "The Battle of Lake Regillus" and "Virginia." Ten years afterward I knew every word of all three, and to-day I can remember the greater part of the poems, and several of my classmates have told me that they find themselves invariably referring the allusions to Roman history and Roman customs which they find in their general reading, to the stirring poetry which they learned in their school days.

We read the whole of Shakespeare's "Coriolanus," some of it aloud, in the class, and the rest at home. We read Antony and Cleopatra, in part, and Miss Thompson gave us such a lecture on purity of mind, and the art of enjoying literary masterpieces without hunting for dirt or thinking about dirt, that I do not remember one bit of talk among the girls concerning the parts of that play to which many teachers would object. Of course, for the boys I cannot answer, except thus far, I know that of the thirteen boys who were members of that class, twelve, to-day, are men of singularly upright, pure lives, men who stand for all that is good in politics and social improvement in the communities in which they live.

We read the whole of "Julius Cæsar." I think we prepared for the reading, especially, and tried to do it with some elocutionary effect.

When we studied about the long struggle of the Plebeians for political recognition, I think that the simple fact of our knowing "Virginia," and having, as it were, almost within our own experience, a concrete example of the wrongs which the Plebeians endured, made the whole

subject assume reality. Young people of fifteen or sixteen learn much through their emotions. Political economy and philosophy must be administered to them in small doses to have much effect.

Every member of the class read "The Last Days of Pompei" at home, and J. G. Whyte-Melville's "The Gladiator," was read aloud by the teacher during the last week of the term. Perhaps I should explain that there were recitations on all this historical fiction, or rather on the historical facts on which it was founded.

We looked up references constantly. Sometimes the lesson to be prepared consisted entirely of topics to be looked up wherever we could find information, and on such days the whole class usually adjourned to the public library for the greater part of the afternoon.

The examination that term consisted of ten questions ; but one answer was allowed to occupy more than three lines, and that was one which asked for certain stanzas from Macaulay. I remember well that when Miss Thompson gave out the paper she told us that every bit of work we had done that term was involved in those ten questions, and that only pupils, who had studied and thought conscientiously, could hope to answer them. We were expected to hand in our answers uncopied, so we had to sit down and think over every question, compose possible answers and then mentally prune them down before we dared put pen to paper.

The last term we studied medieval history, and I think that Miss Thompson, with the rapidly approaching vacation before her, must have hurried us ; because I find my remembrance of the details of the work is not nearly so vivid as is that of the two earlier terms.

I remember that we read "The Children's Crusade," and that Miss Thompson said that she let us spend the time on it because she thought it would make us realize, more vividly than any other book, how widespread was the religious excitement in Europe during the period of the Crusades, and how great a power popular excitement can become. She had lived through the War of the Rebellion herself, I think she had been an hospital nurse, and I remember that in speaking about popular excitement, she told us how real a thing patriotism seems in a time of national distress, and she said, "I am glad I am old enough



to be called an old maid, because if I were younger, I could not remember the war, and the experience of those days is worth half a life-time of book education."

We read "The last of the Barons," "Anne of Gierstein," and "Ivanhoe," in connection with the Feudal System. Miss Thompson read portions of the historical plays of Shakespeare aloud, and interested us sufficiently in them to make several of us read King John, Richard II., Henry IV., Henry V., Henry VI., and Richard III., the following summer. We read them for the history, or the story whichever you choose to call it, not the literature; but the literature made its impression nevertheless, for to this day a period of leisure always sends me to the book-case for one of the historical plays.

I have told only a little of what Miss Thompson did for us that year. It would take far too many words of mine to tell how many seeds of historical interest she planted which have sprung up and flourished in the succeeding years.

She was a professing Protestant Christian of the best type, and without ever offending a single pupil in a class composed partly of Roman Catholics, she managed to link the Old Testament and the New with our secular history, and also to give us much that was valuable of ecclesiastical history. I remember that in speaking of how Rome increased its power by extending its franchise to conquered communities she quoted Paul's conversation with the centurions and the chief captain—"Tell me, art thou a Roman?" He said, "Yea." And the chief captain answered, "With a great sum obtained I this freedom." And Paul said, "But I was free born."

I remember, too, how she gave me just enough of an idea of the Spanish rule in the Low Countries to make me read the whole of the Rise of the Dutch Republic after I had left school.

I fear that I may have given the impression that Miss Thompson dealt only with the personal side of history and that she interested us simply in the romance of the subject. If such has been the effect of what I have written I have done her scant justice. She was a woman of the widest sympathy. She could appreciate the feelings of the girl who felt slighted because her name had been omitted from an invitation list, and she could sympathize with the

whole down-trodden French nation which achieved its freedom by such frightful slaughter. I use this particular illustration because before I studied general history, Marie Antoinette was my historical heroine and I was a most enthusiastic "Aristocrat," but afterward no romance of ruined *émigré*, however great its pathos, could ever make me feel that the Revolution was not justified. When I went to France it was the people even more than the art or the shops lent the deepest interest.

I have lost touch with high school work, but if the boys and girls who are devoting one year to general history to-day are being made to enjoy history as we were made to enjoy it, they are to be congratulated.

### Editorial Notes and Comments.

SPEAKING of Teachers' and Parents' meetings, one of the school superintendents on the other side of the line, Mr. Kraege, of Green Bay, says in his last annual report:—"The purpose of the meetings has been to bring together, for conference, those whose duty it is to bring up and educate the children that have been entrusted to them; to get the parents to realize that the teachers are their friends and helpers in this work; to get parents to realize that the school is in fact a branch of the homes represented in it; and, by having classes conducted in the presence of the parents, to show them how we teach school to-day. The teachers merely do what the parents cannot do now for want of time. In other words, the school is doing a part of the work of the fathers and mothers represented in it. If we are to obtain the best results in the education of children, the home and the school must form a closer union. The interests of both overlap and intermingle so that it is of primary importance to have the two work in sympathy and hearty cooperation. The home needs the teacher and he belongs to the home; his aim must be to advance the interests of the home. At present, in most places, the teacher does not know enough of the home and the home does not know enough of the teacher. The willingness with which parents have taken part in these meetings has been gratifying. The spirit which has been manifested is admirable. The questions discussed have been of interest to both teachers and parents."



—IN “Educational Foundations,” Elizabeth P. Hughes gives this clever conception of what the ideal lesson should be. “It must,” she says, “be complete in itself. It must have a beginning, and a proper and complete ending. The ideal lesson must be vitally connected with a series of lessons. It must be preceded and followed by private work. It must be connected with the life of the child. It must be connected with the life of the world and with the world of books. It must be connected with the previous life of the child, and it must have the salient points clearly emphasized.”

—THE young child just beginning school has everything to learn. Minute directions, constant oversight, frequent changes of work, much individual help are necessary. Instruction must be entirely oral. Children know nothing of the use of books, are awkward and unready in manipulation of material, have formed no habits of study or of self-direction. All must be learned under the guidance of the wise teacher. *It is of the utmost importance* to the child's future as a learner that right beginnings be made. It is possible to determine the trend of the entire school life in this first year. Careless, indifferent habits developed during this year inevitably hinder the work of the years following, lengthen the term of school life, or result in such indifferences as effectually ends the school period at the earliest possible moment. If we could gather into statistics the records of the year's lost in the school-room, we should find a convincing argument for right beginnings. The children are ignorant of their gain or loss at this time. Many of them never know why they fail to reach the “prize that is set before them.” But *we* know that “as the twig is bent the tree is inclined.” Nor can we lightly consider the conditions which promise to mar the future of our little children.—*Exchange*.

—WE are glad to learn of the continued success of the *School Journal*, of New York. In a recent number, the publishers say:—“The strong support the *School Journal* is receiving from superintendents, principals, professional teachers, school boards, and the friends of education generally, has encouraged the publishers to reduce the subscription price from \$2.50 to \$2.00 a year. Never before has the outlook been so promising. The wonderful progress in the field of education has made the reading of

a representative educational weekly a necessity to all who wish to succeed. Both in this country and abroad, the *School Journal* is recognized as the leading professional organ of the progressive American educator. Still greater efforts will be made not only to retain this leadership, but to render still more telling service to the advancement of the cause of public education. All this, together with the reduction in the price of subscription, and the many important improvements planned for the current volume, some of which have already been announced, ought to result in a still larger increase in the circulation."

—WITH regard to the proper attitude to be assumed by the teacher in the matter of recitation, an exchange remarks that it should be one of enthusiastic interest in the subject matter of the lesson. This means that he has thoroughly prepared the lesson. It means further that he shall impress the pupils as being one who with them is interested in getting hold of every point in the lesson and in viewing it from every standpoint. Unconsciously they reflect his enthusiasm, their interest responds to his and—mark the secret of the power to acquire useful knowledge—the intensity of the interest measures the depth and the permanence and the *usefulness* of the impression.

### Current Events.

The Annual Convention of the Protestant Teachers' Association of the Province of Quebec was held in Montreal on the 13th, 14th and 15th of October. The attendance of teachers at the various sessions was good, and the papers and discussions thereupon were interesting and profitable. As an extended abstract of the minutes will, as is customary, be distributed among our readers before very long, it will not be necessary to give a full report of the proceedings in the RECORD, especially as the last number appeared too early to contain such a report, and it is now a little late to go back so far, even to an event of as much importance as the Teachers' Convention. Dr. Robins is the President of the Association this year.

—A VERY pleasing event and one of unusual interest took place recently at the McGill Normal School, Montreal. It was the occasion of the celebration by his fellow-teachers of the Principal's Jubilee, Dr. Robins having just



completed fifty years of faithful service in the teaching profession. A beautifully engrossed address was presented to him by the members of the Normal and Model School staffs, reference being made in it to Dr. Robins' long association with the Normal School. With the address were presented a handsome piece of silver plate and a gold mounted walking cane. Dr. Robins replied to this mark of esteem with a few kindly remarks, in the course of which he gave some interesting reminiscences of his experiences as a teacher.

—A MEETING of teachers has been called for Saturday morning, the third of December, at ten o'clock, at the Town Hall, Farnham, for the purpose of forming a Teachers' Association of the district of Bedford. The meeting has been called by Mr. Mabon, Principal of the Waterloo Academy.

—IN an address which he delivered at Toronto lately, Dr. Parkin, Principal of Upper Canada College, said among other things:—"In order to establish great schools the services of the best men are needed, and they must be well paid. Teaching must offer them a career, but the school service of the country at the present time does not do this. The schools of Ontario, despite their merits, offer no opportunity for the creation of a great teaching profession."

—A MEETING of the Faculties of Art and Applied Science of McGill University was held recently to discuss the advisability of changing the Degree of B.A. Sc., or Bachelor of Applied Science, heretofore conferred by McGill, to B. Sc., or Bachelor of Science, which is the form of degree given by almost all universities which have a Department of Science. The proposed change, which, it seems, has been under the consideration of the teaching staff of the Faculty of Applied Science for considerable time, would, if carried out, be hailed with delight, both by the students, who anticipate obtaining the degree in the near future, and by those who have already graduated in Science. Among these latter there has already been some dissatisfaction expressed regarding the existing degree of B.A. Sc. The only other university probably, which confers a degree of B.A. Sc., is Cornell, and here, it is understood to mean Bachelor of Agricultural Science. It was decided that a general meeting should be called as soon as possible, to go more deeply into the matter before laying it before the Board of Governors.

—ON the occasion of the recent official visit of the Inspector of Superior Schools to Huntingdon Academy, all the class-rooms were tastefully decorated, in anticipation of the event. Since the Inspector's last visit, the Commissioners have made important sanitary improvements, and he took occasion to praise most highly the present equipments, stating that for many years Huntingdon Academy had ranked among the first in education, and now in these matters she also took the first position. The examinations were considered most satisfactory. In the evening, a public meeting in the interest of education was held in the Watson Hall, which was largely attended, showing the interest the villagers take in matters pertaining to education. Addresses were delivered by Dr. Harper, Mr. W. S. MacLaren, member of the Protestant Committee of Public Instruction, Rev. J. B. Muir, D.D., and others. The meeting was enlivened by some good music, and at the close all joined in singing the National Anthem.

—AT a special meeting of the Convocation of Bishop's College, Lennoxville, held recently, the Degree of D.C.L. was conferred upon Sir John George Bourinot. At the conclusion of the ceremony, Sir John, after speaking in appreciatory terms of the founding and subsequent history of Bishop's College, gave an excellent address on the subject of Political Science, and the importance of a knowledge of its principles, to young men especially. He showed the necessity for a study of such a science in a new country like Canada. Our whole fabric of Government from the Imperial to the Dominion system, from provincial to municipal institutions, demands so large and complicated a machinery that it takes a man of mature years a long while to understand it thoroughly. This important class of studies should be taught in every university or college certainly, and in every collegiate institute and high school wherever practicable. At no time in our history was it more necessary for the men and women of Canada to have "a clear understanding of the principles of our government."

—A MOST practical question in connection with the conducting of city schools is whether there should be two sessions or only one during the day. Both systems have their advocates, making it difficult for the authorities to please all. The news comes from Baltimore to the *School*



*Journal*, that complaints are being made by parents in different sections of that city, because the public schools have but one session. The present plan was arranged last spring, the session lasting in the grammar schools from 9 a.m. to 2 p.m., and in the primary schools to 1 p.m. Two recesses are given; the first fifteen minutes in length, between 10 and 11 o'clock; the second, of thirty minutes, between 12 and 1. Parents claim that the system is ruinous to the digestion of the children, who have been accustomed to hot dinners at noon; also that it is inconvenient to mothers to keep the dinner waiting until pupils return from school.

—AN Irish Educational paper, the *National Teacher*, says in a recent number that the following advertisement appeared in the *Stamford Mercury* (Eng.): "Schoolmistress—Wanted immediately a married Church of England Certified Schoolmistress, without family, for small school-house, whose husband must be an experienced farm laborer. John Sowerby, Cuxwold, Caistor." The *Teacher* remarks: "As Irish certificates are now recognized in England, Ireland's schoolmistresses are not debarred from becoming candidates. Those who are fully qualified according to terms of advertisement should hurry up."

—Truancy seems to give a good deal of trouble and annoyance to the educational authorities of New York. There are twenty truant officers in Manhattan-Bronx, and they are kept busy gathering in the boys who prefer the street to the school-room. The officer who has control of one district has arrested over a hundred boys in the last two weeks. His scheme of procedure is as follows: He captures a boy, writes on a postal his name, age, address, and school precinct, and also enters the same in his book. Then he tells the boy to take the postal card to the principal of the school in his district. If the boy goes to the school, the postal is mailed to the truant officer of the principal. If the postal is not received within three days, the officer visits the parents, and the law takes its course.

## **Practical Hints and Examination Papers.**

### **I.**

## **THE TEN IN ELEMENTARY ARITHMETIC.**

Nature has given to man the decimal system of number on his fingers. Since counting began on the ten fingers,

ten is the basis of our system of numeration. Numbers are told off in groups of ten.

10 units	make a ten.
10 tens	" " hundred.
10 hundreds	" " thousand, etc.

The little child, when by use of natural objects he is taught the numbers from 1 to 10, is not studying Arithmetic. Arithmetic proper begins only with the grouping of numbers into tens. This grouping ought to be a prominent feature in all elementary teaching. Not only is it the key to numeration and notation, but it is also the method by which we acquire most readily speed and accuracy in computing at sight, in adding, subtracting, multiplying, dividing. Let us look at this a little in detail.

### (1) THE TEN IN NUMERATION.

The numbers from 10 to 20 are formed by adding the first nine numbers to ten. Their names from 13 to 19 indicate this, *e. g.* fourteen means four and ten; fifteen, five and ten, etc.

As we count on from 20 to 100 every ten is to be regarded as a group or bundle (ten dots joined together, ten sticks bound together) and the number of such groups or bundles should be called so many tens, the surplus left over being called ones or units. A pupil should be able to give clearly and exactly an analysis by tens of numbers written or spoken. On his ability to do this will depend his power to compute, *e. g.* in 53 he must see at once 5 tens and an added 3. Concerning such a number he should be able to tell that it consists of 5 tens and 3 units, and that it requires 7 units more to make it 6 tens.

### (2) THE TEN IN NOTATION.

With the ten we reach the first number that must be considered another kind of one. We write the figure 1 as before, but to show that this 1 contains ten times as much as the simple 1, we move it one place to the left and say this 1 is a ten. The vacant place of the simple one will be indicated by a cipher, so: 10. Accordingly in writing the numbers from 10 to 20 the ten is expressed by the figure 1 in the second place, and the figure expressing the one is put in the first place. Thus from the beginning we teach device of place.



As we proceed with the notation of numbers from 100 to 1,000 and up, the place-value of each figure must be taught, *i. e.* that the value of a figure in the first place is so many units, in the second place so many tens, in the third place so many hundreds, etc. Pupils should be able to write numbers from dictation, their component parts being given in order and out of order, *e. g.* 1 unit, 5 tens, 6 hundreds, (651); and to name at sight the value of each digit according to the place it occupies, *e. g.* that 2 in the fourth place stands for two thousands.

### (3) THE TEN IN COMPUTING.

Adding, subtracting, multiplying by means of tens is the best method of acquiring speed and accuracy in computing at sight.

$50 + 40 = 90$  (5 tens and 4 tens are 9 tens). This should be as easy to a child properly taught as  $5 + 4 = 9$ .

$54 + 42 = 96$  (adding first the tens and then the units he sees 9 tens and 6 units or 96). Wording 9 tens, 6 units, 96.

$36 + 48 = 84$  (7 tens and 14 units are 8 tens and 4 units, or 84).

I have repeatedly asked children not trained to add by tens, to explain how they performed this addition, and they have generally answered that they make a mental picture of 36 and 48 placed one below the other, and add in two lines, first the units then the tens. Such pupils are slow and not reliable in calculating.

$30 \times 4 = 120$  (4 times 3 tens are 12 tens or 120).

$37 \times 4 = 148$  (12 tens and 28 units are 14 tens and 8 units or 148).

4. As we proceed to other parts we shall find abundant opportunity of using our knowledge of the ten.

Let us take two instances:—

#### (a) *Canadian Money.*

The Canadian system of coinage is the decimal system, because each digit increases or decreases on a scale of ten, according to the place it occupies. \$22.22 (Twenty-two dollars and twenty-two cents); dollars are separated from cents in writing by a dot called the decimal point. Figures to the left of the decimal point denote whole dollars; the first single dollars (units); the second, tens of dollars (ten dollar bills.) Figures to the right of the decimal point de-

note parts of a dollar ; the first tenths of a dollars (ten cent pieces) ; the second, hundredths of a dollar (or one cent pieces.) Each figure is ten times greater than the next figure on its right, and ten times less than the next figure on its left.

(b) *Decimal Fractions.*

By an extension of the decimal system of notation, we obtain a species of fractions called decimal fractions,

5555.555

If we mark the place of units by a point put after it and write other figures after the point, we can denote by the first of these figures one tenth of the value it would have in the units' place ; by the second, one-hundreth part, and so on. Therefore, the notation of decimal fractions is merely an extension of the notation of integers. You will observe :—

(a) Integers are separated from fractions by the decimal point, figures to the left being integers ; those to the right, decimal fractions.

(b) Orders of decimal fractions decrease by the scale of ten, just as orders of integers increase by scale of ten.

(c) Counting from units, orders equally distant on the right and left have corresponding names. Thus tenths correspond to tens, hundredths to hundreds, etc.

This treatment of the nature of decimal fractions makes certain principles self-evident, *e.g.*, that a change in the position of the decimal point affects the value of the decimal, for :—

(a) Moving the decimal point one place to the right multiplies the number by 10, because each figure is raised to the next higher order.

(b) Moving the decimal point one place to the left divides the number by ten, because each figure is reduced to the next lower order.

## II.

### THE IMPORTANCE OF GRADATION IN TEACHING ELEMENTARY ARITHMETIC.

It may be said of arithmetic, in a sense in which it can be said of no other subject of the Elementary School, that its proper study depends upon a building up step by step. Each advance step rests upon and grows out of the steps



that have gone before. All advanced arithmetic is based upon the four fundamental rules, and the fundamental rules are themselves based upon addition.

Addition is the process by which we find the sum of two or more numbers. A special case of addition in which the numbers added are all equal is called multiplication. Subtraction is the reverse of addition. It is the process by which we find the remaining part when the sum and one part are given. A special case of subtraction in which the same number is successively subtracted with the object of ascertaining how many times it is contained in another is called division. In teaching the fundamental rules, teachers should recognise and observe two things:—1st. The relation that these rules bear to each other, and 2nd. Certain successive stages of difficulty which naturally occur. In addition, for instance, examples containing ones and twos only, in which there is no carrying, should be given first. Threes, fours, fives, etc., with carrying, should be gradually and successively introduced. Those teachers will be most successful who go slowly, especially at first, who patiently grade their examples down to the level of the child's ability, who repeat many times and review daily.

Subtraction, as I have said, is the logical complement of addition, and in my opinion ought to be treated as such. As this method of teaching subtraction is not the one usually followed in this Province, I shall explain it a little more fully, using examples. Subtraction depends upon the recollection of what has been learned in addition. As soon as a child sees that  $4 + 3$  are 7, he is ready to see that  $7 - 3$  are 4, and  $7 - 4$  are 3. The difference between 7 and 4 is inferred from the knowledge that 4 requires 3 to make 7, not by counting 4 off 7.

The question in subtraction may be worded in various ways, as :—

What must be added to 4 to make 7 ?

What is left when 4 is taken from 7 ?

By how much is 7 greater than 4 ?

By how much is 4 less than 7 ?

What is the difference between 7 and 4 ?

But the child's way of looking at the question, his method of working it, remains the same, *i. e.* to raise the less number up to the greater. Let us see by aid of a few examples how this method works out in practice :—

$$\begin{array}{r}
 432 \\
 546 \\
 \hline
 978 \\
 \hline
 \end{array}$$

Suppose this example in addition has just been worked, erase one of the addends, say 546, and then ask the class to discover what it was. Lead them by judicious questioning to reproduce the missing addend; *e. g.* the sum is 8, and one of the addends is 2, therefore the other must be 6. The sum is 7, and one of the addends is 3, therefore the other must be four, and so on. When the missing addend is thus reproduced, prove its correctness by addition. The other addend may next be erased and reproduced in the same way.

The next step will be to rearrange the numbers after the manner usual in subtraction, and again find the missing addend, so :—

$$\begin{array}{r}
 978 \\
 546 \\
 \hline
 \end{array}
 \qquad
 \begin{array}{r}
 978 \\
 432 \\
 \hline
 \end{array}$$

This method has four advantages to recommend it :—

(1) Pupils trained in it work more rapidly and accurately,  
 (2) It shows clearly the relation between addition and subtraction.

(3) We easily derive from it a rule of working, viz., raise the lower line so as to equal the top line.

(4) We easily derive the proof of subtraction, viz., the remainder and lower line (the two addends) will give the top line (the sum).

Let us take a more difficult example :—

$$\begin{array}{r}
 428054 \\
 70689 \\
 \hline
 357365 \\
 \hline
 \end{array}$$

We cannot raise 9 to 4, what then shall be our method? Raise 9 to 10 (the unit of the next higher order), and add 4 to the result. This, for reasons that I have not now time to explain, is preferable to raising 9 to 14. The borrowing of subtraction by this method becomes the carrying of addition, and so instead of taking one from the next figure in



the top line, we add one to the next figure of the lower line, and so continue.

Let us see how the method works in fractions. In subtraction of fractions it is taken for granted that the class has received some instruction in the nature of fractions, so that they can express the unit as a fraction having any given denominator:—

$$1 = \frac{2}{2} = \frac{3}{3} = \frac{4}{4} = \frac{5}{5} = \frac{6}{6}, \text{ etc.}$$

The first step in subtraction will then take this form:—

$$1 - \frac{5}{7} = \frac{2}{7}.$$

The next step will be,  $8 - 2\frac{5}{7}$ .

$$\begin{array}{r} 8 \\ 2\frac{5}{7} \\ \hline 5\frac{2}{7} \end{array}$$

Placing the fractions one under the other we ask what must be added to  $2\frac{5}{7}$  to make 8.  $\frac{5}{7}$  requires  $\frac{2}{7}$  to make 1 and 3 requires 5 to make 8.

From this by a single step we may pass to the most difficult case.

$$8\frac{2}{3} = 8\frac{14}{21}$$

$$2\frac{5}{7} = 2\frac{15}{21}$$

$$\hline 5\frac{20}{21}$$

Raise  $\frac{15}{21}$  to 1, giving  $\frac{6}{21}$ , and to the result add  $\frac{14}{21}$ , making  $\frac{20}{21}$ .

Carry 1 to 2, making 3.

Take finally an example in denominate numbers:—

$$\begin{array}{r} \text{£} \quad \text{s.} \quad \text{d.} \\ 10 \quad 15 \quad 5\frac{1}{4} \\ 6 \quad 18 \quad 9\frac{3}{4} \\ \hline 3 \quad 16 \quad 7\frac{1}{2} \end{array}$$

Farthings: 3 require 1 to make 4; 1 and 1 are 2.

Pence: 10 require 2 to make 12; 2 and 5 are 7, etc.

Whether we deal with simple numbers, with fractions, or with denominate numbers, our method is the same, viz., if the quantity in the lower line is greater than that in the top line, that quantity is raised to equal a unit of the next higher order, and the number required thus to raise it is added to the number in the top line.

### SOME PRACTICAL “DONT’S.”

The following enumeration of things which should be avoided by teachers was prepared by Superintendent A. B. Cole, of Plainville, Mass., and appeared in the *School Journal*,

an excellent educational magazine published in New York, by Messrs. E. T. Kellogg & Company. Mr. Cole says:—

Don't apply for a position without enclosing a stamp for reply.

Don't send a dozen long testimonials from your neighbors and friends. One pointed recommendation from your superintendent, or from some one who is acquainted with your training and experience is worth all the papers you can obtain from people who only know you in a social way. Besides, a busy superintendent has not the time to struggle through a long list of testimonials which every vacancy is sure to bring him.

Don't fail to make personal application whenever possible. Few teachers are hired, except in emergencies, without an interview.

Don't talk too much when you apply. Admit your weak points. No superintendent expects a perfect teacher. He is usually looking for one who is ambitious and anxious to grow under his instructions.

Don't open your school the first morning with a set of rules and regulations. Have a rule when necessity demands it and not before.

Don't complain in the presence of your scholars about poor accommodations or lack of supplies.

Don't whine because tardy marks are on the increase. Look into the matter in a business-like way and see if you cannot discover a remedy. It may be that the village clock by which the clocks at home are regulated does not quite agree with railroad time by which your watch or the school bell is regulated.

Don't have your desk and book closet littered as if a whirlwind had appeared in your room. Be as neat and tidy as you desire your school to be. Set the example and the children will follow it.

Don't sit at your desk all the time. Move about the aisles. If you have ungraded work, keep your eyes on the little ones and see that they are kept profitably busy. In the higher grades also you should be watchful. When you think Johnny is so attentive to his geography lesson he may be swallowing a generous sample of yellow literature.

Don't scold the whole school when one child does wrong. If you cannot detect the offender, say nothing, but watch your opportunity.



Don't allow whispering, but don't *forbid* it. Talk to the children on the subject and depend upon their honor. To *forbid* is to arouse antagonism.

Don't use corporal punishment except as a last resort, and then, not until you have carefully thought the matter over. If there is another teacher in the building, consult her. Always punish in the presence of a responsible witness. Do not inflict corporal punishment before your pupils; but they should know that it is being administered, however, as a warning to themselves.

Don't nag. When things go wrong it may be your fault. If you are attending balls, parties, and other midnight socials, the trouble is not with the school, but with yourself. If you happen to have dyspepsia, don't make life a burden to the children under your charge. Remember that you are in school for their benefit and that you are their servant.

Don't send notes or complaints to the parents without a good reason. You are hired to govern the children during the school hours and the parents have enough "troubles of their own," without being annoyed by every petty disturbance arising in school.

#### WHEN VISITORS ARE IN.

Don't change your daily programme when visitors happen in unexpectedly. If you do, the fact will quickly become known and you will be judged,—never misjudged.

Don't make excuses to visitors either for yourself or your school. Outsiders rarely see the point of "an off-day to-day."

Don't call on all your bright pupils to recite and ignore the dull ones when visitors are in. The people of a locality usually know the bright children and the dull ones as well as the teacher, and quickly understand her tactics. Be just to yourself and your school, and parents will overlook natural defects in the children.

#### MOVEMENT AND NOISE.

Don't allow small children, when reciting, to dance about with enthusiasm or to wave their hands in your face. To control self should be one of the first lessons for childhood.

Don't caution your children every time they leave their seats not to make a noise, as if you feared a stampede.

Train the child at the beginning to be quiet and orderly, and it will soon become a part of his nature.

#### RIVALRY.

Don't always call on one of your brightest boys or girls to finish a recitation after a dull pupil has made a partial or total failure. If you make a practice of this method you will be filling one with conceit and the other with shame and discouragement. From each should be expected only according to his talents. After a dull pupil recites call on one of average ability, and then go up the scale and possibly finish the topic with a talk from a very bright pupil. Do not unite extremes in ability.

Don't encourage rivalry to the point of jealousy.

#### CORRECTING MISTAKES.

Don't stop a pupil who is reading to correct an insignificant mistake or omission, such as mispronouncing a word, not halting long enough at a mark of punctuation, or for keeping the voice up or letting it fall. Correct such faults incidentally at the close of the reading. The pupil should be judged by the sense he has brought out and not by trivial blunders. Look always for an expression of sense rather than of sound.

Don't allow the other members of a class to raise their hands at mistakes made by one reading.

Such acts not only disconcert the reader, but take the attention of the class from the sense of the selection to the mistake which has been made. By such methods no one is a gainer, but all are losers. Hands should be raised at the close of the reading, and mistakes noted.

Don't forget, with small children especially, to bring out the fact that the illustrations and the reading lesson are closely connected, and that the latter is in part or in whole, a description of the former. The pictures should be carefully studied until a clear mental image has been developed.

Don't allow lead pencils to be put in the mouth. It is a vile practice as well as a dangerous one.

Don't allow interruptions during a recitation. The time allotted a given class belongs to it exclusively. No good teacher can do two things at a time. Allow a few minutes at the close of every recitation for questions and explanations. Set the example for your school by giving close attention to the work in hand.



Don't allow a pupil to talk back or discuss with you the propriety of doing or not doing a thing which you have ordered done.

Don't imitate methods. Learn all you can, from everybody you can, and then seek to apply it in your own individual manner. There is no rule and compass plan which can be exactly followed in teaching. There are no two schools which need exactly the same treatment.

Don't worry. If you find yourself doing so take up some new line of work for interest and relief. The troubles of many a teacher are the fictions of her own wearied brain.

Don't attempt to teach without taking at least *two* standard educational journals. There is nothing so inspiring to a hard-worked teacher as to read what others are doing, especially when it can be read in the person's own words.

Don't let a day pass without reading from some good pedagogical book. The teacher who fails to read is depreciating in value and will be professionally dead in a short time at best.

Don't attempt to teach a class until you have thoroughly prepared yourself in advance. Every point which you intend to bring out should be clearly in your mind at the opening of the recitation, and the whole period should be devoted to the particular points you had in view. Not to prepare in advance is to *attempt* to teach haphazard. Be broader and clearer than any paragraph in your text-book, and you are bound to succeed.

DATES IN HISTORY AND LOCATIONS IN GEOGRAPHY.—Only a few dates in history need to be learned exactly, but the relative place in history of many more events should be fixed with reference to these few dates. If the story is remembered, one date may be enough to fix the time of all the events as nearly as is needed. What can be remembered only by some artificial mnemonic device is not worth remembering.

A list of presidents or reigning monarchs is often spoken of as being unimportant. This is not so, wherever the people have regarded them as important. Much of the history of England centers about the ruler or the change in dynasty. One who is studying English history should drill himself thoroughly on the list of sovereigns, as he comes to them in his reading.

In geography, the method is somewhat similar in regard to the locations of the places. The latitude and longitude of a comparatively few places should be learned well, and other places located approximately with reference to these. The following exercise is valuable and is enjoyed by the pupils: Start on the equator directly south of us and follow it around and back to the starting-point, in each direction. Do the same on the other chief circles of latitude, and on the parallel on which we are located. Follow the same exercise with the meridian of Greenwich; continuing on around over the 180th degree; then for each quarter or 90 degrees; then for each eighth or 45 degrees. Also follow the meridian of your own location around the earth. Find our antipodes. In connection with these exercises longitude and time should be studied.—*The Intelligence*.

TEACHING AND HEALTH.—A writer in the *Teachers' Institute* says: There is an idea that teaching is an unhealthy occupation. But statistics prove it to be next to preaching, which is the healthiest of all occupations. If we think a little we shall recall many instances of elderly teachers; that so many leave teaching after a short period makes it difficult to prove that it is either healthy or unhealthy.

In the first place, the hours are not long; from 9 to 3, or in the country to 4, makes the teaching day  $5\frac{1}{2}$  or 6 hours in length. The teacher is, supposedly, intelligent and thus able not only to avoid many of the causes of ill-health, but to practise those hygienic rules that tend to good health. As in the case of the preacher, so in the case of the teacher, the inculcation of morality reacts on the physical nature; to live long in the land comes from keeping the Ten Commandments.

The ventilation of the school-room should be made a matter of persistent thought just as much as attending to the reading and spelling. The tops of the windows on the lee side should be lowered and those raised on the windward side. Just how much these should be raised or lowered will be learned by experience; in cold weather, draughts of air on the pupils will give them colds, and this must be avoided. At an institute in New York State, the principal of a crowded city school, in an unfavorable quarter, said:—"I followed this plan of ventilation and I had no colds and I never had better health."

Some teachers make a practice of opening the doors and



windows at recess and intermission, and giving the room a thorough airing ; it is a plan that should be followed everywhere. An illustration was given in *The Institute* some years ago that attracted the attention of the institute lecturers ; cold air was admitted under the stove ; an opening in the floor drew off the spent air and conveyed it to a flue beside the chimney ; the introduction of cold air under the stove is possible in all school-houses.

The teacher's food is a matter of great importance ; a simple diet is absolutely necessary. Most teachers take their lunches to the school ; sometimes this is mainly a piece of cake. An instance was given at an institute in Newburg that is worth remembering. A teacher was very much run down and felt she must leave teaching to recuperate. The physician proposed she should follow the plan of having a hot cup or two of weak tea at noon. She took a small oil stove to the school-house and followed his advice, drinking cocoa and tea, and became entirely well. Undoubtedly cold food is not readily digested by persons in a weak state of health.

There are many young women who after a day of considerable anxiety, think it best to take a walk when the school is ended. At the same institute a physician remarked upon this, and said exercise should not be taken unless there was a feeling of physical strength. The proper thing to do was lying as flat as possible for an hour, in order to rest the spine. The position of the teacher during school hours draws powerfully and steadily on the spine, and this needs to be rested. It is believed that a teacher may enjoy good health if she studies the situation.

### **Official Department.**

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 1st of September (1898), to detach from the municipality of "Saint-Hyacinthe," county of Saint-Hyacinthe, the following cadastral lots, to wit : 946 to 983 ; lots 1032 to 1080, and the streets which divide these lots ; lots 1080A, 1084B, 1086 ; lots 1138 to 1178 ; lots 1180 to 1203A ; lots 1205 to 1208 ; lot 1208A ; lots 1209 to 1213 ; lot 1213A ; lots 1214 to 1220 ; lots 1272 to 1284 ; lots 1286 to 1296, and part of lot 1406, and annex them for school purposes to the municipality of "Saint-Thomas d'Aquin," in the same county.

To erect into a school municipality by the name of "Rivière au Tonnerre," in the county of Saguenay, the following territory, to wit: The point of the head of the River Tonnerre; bounded on the north by the Grande Plaine, on the east by the Grande Pointe, on the south by the Gulf of Saint Lawrence, and on the west by the creek of James Ayers.

To erect into a school municipality by the name of "Sheldrake," county of Saguenay, the following territory, to wit: The point of the head of the River à Couture; bounded on the north by the Grande Plaine, on the east by the point, on the south by the Gulf of Saint Lawrence, and on the west by the Anse à la Tonne.

To erect into a school municipality by the name of "Rivière aux Graines," county of Saguenay, the following territory, to wit: The point of the Anse à Bébée; bounded on the north by the Grande Plaine, on the east by the river itself, on the south by the Gulf of Saint Lawrence, and on the west by the point.

The foregoing changes will take effect on the 1st of July, 1899.

To appoint the Very Reverend R. W. Norman, D.D., D.C.L., of the city of Quebec, a member of the Protestant Board of School Commissioners for the city of Quebec, his term of office having expired.

To make the following appointments, to wit:

*School Commissioners.*

Argenteuil—Arundel.—Mr. Samuel Cooke, continued in office; his term of office having expired.

N.-D. de Montfort.—Mr. Joseph Plouffe, to replace Mr. Léon Brais; Mr. Aimé Desnoyers, to replace Mr. N. Huberdeau, and Mr. Anthyme Aubry, to replace the Reverend Mr. Vallais.

Champlain—Sainte-Anne de la Pérade.—Mr. John Dick, to replace the Reverend Mr. Bochet.

Gaspé—Gaspé Bay South.—Mr. Robert Stanley, to replace Mr. Philip Stanley.

Huntingdon—Godmanchester.—Mr. Robert D. Douglass, continued in office; his term of office having expired.

Megantic—East Leeds.—Mr. Thomas McDonald, to replace Mr. Francis Rousseau, absent.

Yamaska—N.-D. de Pierreville.—Mr. Bruno Milette, to replace Mr. Louis Boucher, and Mr. Oscar Roberge, to replace the Reverend Mr. Exilia Boisvert.



*School Trustees.*

Hochelaga—Longue Pointe.—Mr. W. B. Dickson, continued in office; his term having expired.

Soulanges—Saint-Zotique.—Mr. Donald McPherson, junior, to replace Mr. Johnson Bailey.

16th September.—To make the following appointments, to wit:

*School Commissioners.*

County of Matane—Saint Moïse.—Mr. George Chamberland, to replace Mr. Guillaume Ross, deceased.

County of Napierville—Saint Michel.—Messrs. Hormidas Mongeau and Armand Pie, to replace Messrs. Jean-Baptiste Dulude and Paul Gamache, whose terms of office have expired.

County of Jacques Cartier—Côte Saint-Laurent No. 2. Mr. Jules Joly, to replace Mr. Joseph Ladernier, whose term of office has expired.

County of Wolfe—Saint-Fortunat de Wolfestown.—Mr. Louis Bédard, junior, to replace the Reverend M. E. O. Plante, resigned.

17th September.—To appoint Mr. Philippe Demers, advocate, of the city of Montreal, member of the Board of Roman Catholic School Commissioners of the city of Montreal, to replace Mr. Justice Charles de Lorimier, his term of office having expired.

To appoint the Reverend Mr. F. X. Faguy, and Mr. Eugène Blais, accountant, of the city of Quebec, members of the Board of the Roman Catholic School Commissioners of the city of Quebec, to replace the said Reverend Mr. F. X. Faguy, and Mr. Louis Dufresne, whose terms of office have expired.

26th September.—To make the following appointments, to wit:

*School Commissioners.*

County of Bonaventure—Paspébiac.—Mr. Pierre Aspirot, continued in office, his term of office having expired.

*School Trustees.*

Municipality of Cox.—Mr. Napoléon Joseph, to replace Mr. Laurent Holmes, whose term of office has expired.

28th September.—To appoint Messrs. Hubert Vachon and Joseph Loubié, school commissioners for the munici

pality of Saint-Abdon, county of Dorchester, the former to replace Mr. Napoléon Fauché, and the latter to replace Mr. Nazaire Pouliot.

30th September.—To make the following appointments, to wit :

*School Trustees.*

County of Vaudreuil—Newton.—Mr. John H. McCuaig, to replace Mr. Malcolm McCuaig, whose term of office has expired.

Saint Lazare.—Mr. George A. Hodgson, to replace Mr. Isaac Simpson, whose term of office has expired.

7th October.—To erect into a school municipality the united townships of "Wabasse, Dudley and Bouthiller," in the county of Ottawa, under the name of "Notre-Dame du Pont Main."

20th October.—To erect into a distinct school municipality under the name of "Township Campbell," the four first ranges of the said township Campbell, in the county of Ottawa.

The foregoing erections to take effect July 1st, 1899.

To make the following appointments, to wit :

County of Saguenay—Pointe-aux-Esquimaux.—Messrs. Zozime Cormier and Vital Tomphe, to replace Messrs. Firmin Cormier and J.-Rte. Petitpas.

To appoint Messrs. Michael Phelan, junior, and Robert Elliott, school commissioners for the municipality of Saint Colomban, county of Two Mountains, the former to replace Mr. Martin Dwyne, and the latter to replace Mr. Alphonse Lecuyer, retiring from office.

5th November.—To make the following appointments, to wit :

*School Commissioners.*

County of Missisquoi—Saint George de Clarenceville.—Mr. Albert McFee, to replace Mr. A. H. Derick, whose term of office has expired.

County of Nicolet—Saint Samuel.—The Reverend Pierre Cardin, to replace Mr. Benjamin Gagnon, whose term of office has expired.

County of Soulanges—Village of Côteau Station.—Mr. Néciphore Latreille, to replace Mr. Augustin Aunais, resigned.



9th November.—To appoint the Reverend Jos. Alf. Pérusse and Mr. Cléophas Vallée, school commissioners for the municipality of Fox Cape, county of Gaspé, to replace the Reverend Antoine Soucy and Mr. François Vallée, who have left the municipality.

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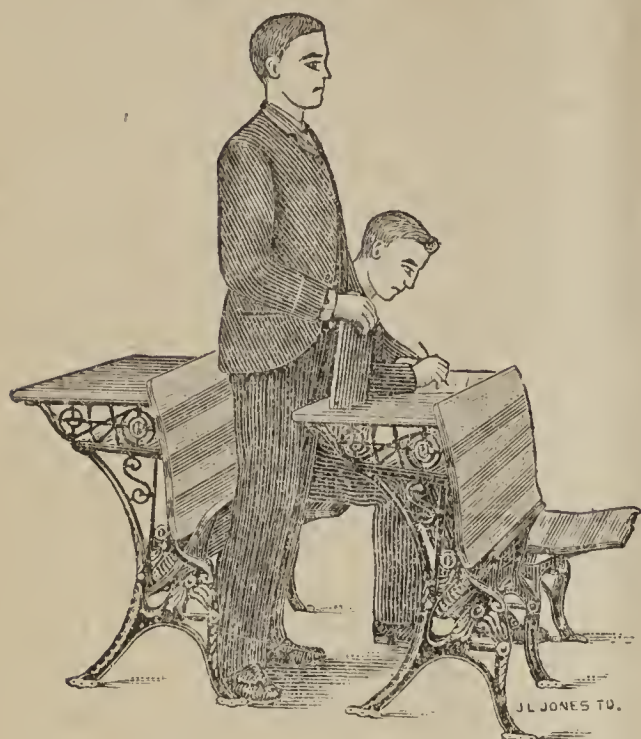
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THE  
EDUCATIONAL RECORD  
OF THE  
PROVINCE OF QUEBEC.

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No. 12.

DECEMBER, 1898.

VOL. XVIII.

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**Editorial Notes and Comments.**

ALTHOUGH this number of the RECORD will, owing to unavoidable delay, not appear in time to wish the teachers of the Province a Merry Christmas, at the same time, the RECORD does wish them all the Compliments of the Season, and trusts that its wish may be fulfilled even if not conveyed to its readers in time. And besides, it is not too late to express the hope that the year of grace 1899 has much that is good and fortunate in store for all of us. May the cause of education in the Province of Quebec, and in the rest of the world as well, go on and prosper.

—It would be interesting to know to what extent our teachers make maps intelligible to pupils.

To many adults as well as to children, maps are conventional signs which give no adequate conceptions of the things signified. They furnish us with many names, but with few facts.

How many of us could, with an incomplete map of an unknown continent, fill it up in the following respects?

Mountain ranges being indicated, give direction of longest and of shortest rivers. With the scale of miles or from lines of latitude and longitude give the distance from any one place to another, approximately. Coast lines being given, indicate mountain ranges and position of adjacent islands; rivers being given also, show where the largest cities and towns may be expected.

The completed map lying before us how many can form a mental picture of the continent with its mountains, hills, plains, valleys, rivers and towns?

Probably the majority of us of an older generation began the study of maps without any reference on the part of the teacher to the real things of nature which the map represents. Geography is better taught now. The child begins with nature and proceeds under the guidance of the teacher to representations of it by conventional signs, which we call plans, or maps. He learns that the map is not a page of names, but a page from which he can make many valuable inferences. His reasoning faculties are exercised, his memory is aided and is relieved of the stress of holding unconnected facts, and his imagination is brought into healthful play.

Still it is too bad to notice that so many of our schools, which are provided with maps of the world, of the continents and of Canada, have no local maps.

A child even under the better conditions prevailing now would be much assisted by the examination of a map which represents the very road he travels over to go to school, or from one town to another. He should be able to see at first both the thing and the representation of it, so as to associate them together in his mind to assist him when he has of necessity only the representation.

A map of the Eastern Townships, such as is published by E. R. Smith & Son, St Johns, should hang in every elementary school in these townships, and should be studied not only to give a knowledge of this part of the country, but to lay well the foundation of map work. This map, revised to recent date, may be had mounted with linen back for \$2.50 from the publishers.

—MR. ARTHY'S valuable paper on the teaching of arithmetic is concluded in this issue of the RECORD. The first part appeared in the November number and, accidentally, was not credited to him or placed in the intended position. This is a paper that will bear more than one reading.

—AMONG those who sometimes say unorthodox things in an unorthodox way, is Colonel Francis Parker. For example, he says:—Every child is a born worker. There never was a lazy child born on this earth. I wish to explain that. I do not mean a child when he is eight years old—when you have spoiled him. It is when he begins, and not when you have made him "sit still." "Sit still, and let me comb your hair—don't stir and make a muss. Sit still, and let me put on your cap and tie your shoes and



put on your wraps." After a while these children will think that they are a sort of clothes frame or something of that kind—and they do sit still.

—APROPOS of what it calls the democracy of education, the *Pall Mall Gazette* says:—Oxford University is a great leveler, after all. We are reminded by a correspondent of the Times that out of seven natural science scholarships awarded at Oxford in the last six months, three have fallen to boys from the East London Technical College, People's Palace, an institution chiefly supported by the Drapers' Company. Successively, a natural science postmastership at Merton College, a demyship at Magdalen, and a scholarship at Christ Church have fallen to these boys who have been recruited to the East London College from the public elementary schools. The chances which the Oxford scholarships give to these boys of comparatively humble origin place the fortunate holders on the same plane with the sons of those of gentler birth; they provide the very best means for encouraging whatever native genius may be in them, and provide them with the opportunity of applying their constitutional aptitude to their own benefit and to the benefit of science, at the same time giving them the fine polish which the university alone can give. And all this is immeasurably superior to the mischievous superficiality of the University Extension movement.

—FROM time to time, the RECORD has made and makes reference to the kaleidoscopic way in which teachers change their positions, and positions change their teachers. They seem to have a similar experience elsewhere, for the *Moderator* comments upon the fact and remarks that the corps of teachers in the rural schools of Michigan changes almost entirely every four years. In one large institute there were but two teachers present this year that were in attendance on a similar institute ten years ago. Why is it? Teaching does not pay as well as other lines of business, and until it does, the rural schools will remain largely in the hands of novices.

—THIS is an age of reform—or reforms, is it?—and the latest reformer is the man who says that unlearned lessons should remain unlearned. At least, one of the educational journals advises teachers against telling their pupils to "take a lesson over again." The exchange in question says:—

Perhaps it is going too far to say that a teacher should never say to a class, "Take this lesson over again," but certainly such an expression should seldom be used. The frequent necessity for the reassignment of work is a severe criticism on the teacher.

If work has not been reasonably well done by a class, one of two things is true. Either the lesson was not wisely assigned, or the pupils have not used ordinary diligence in the preparation of the lesson; and either is a criticism on the teacher. When a lesson is reasonable, and the class has made faithful preparation, and it is still not fully mastered, instead of reassigning it, it is much better to drop it and take up the same principle in a new form.

A review in arithmetic should never consist in solving the old problems over again, but in solving new problems involving the same points. A review in reading should never consist in reading the book through again, but in reading through another book of the same grade.

"Doing work over again" is always drudgery. Reviews and re-reviews are of course necessary, but they should consist in reviews of principles with new matter, and not in reviews of old forms. A teacher may sometimes say to an individual, "that work is carelessly done, I cannot accept it," but this ought not to occur frequently. The above is laid down as a general principle, and not a hard and fast rule.

### Current Events.

AT a recent meeting of the Board of Governors of McGill University, the financial condition of the institution was discussed, and, in particular, the encroachments which have been made upon the general endowment fund, by the yearly deficit in the revenue and expenditure account. The result of the discussion was a voluntary contribution from the various members of the board, the sum of \$186,000 being subscribed before the meeting adjourned. The announcement was also made that the Royal Victoria College for Women would open its doors to students, resident and non-resident, in September, 1899.

The Chancellor of the University, Lord Strathcona and Mount Royal, intimated that the endowment with which the new institution would commence work would amount, including the existing Donalda Fund of \$120,000, to



\$1,000,000. There will be no separate staff of professors at the Royal Victoria College, the teaching given there, in the Faculty of Arts, being undertaken by the present professors and lecturers of McGill, with such additions to their number as the circumstances may require.

Attention was then called by Mr. W. C. McDonald to the inadequate endowment of the Faculty of Arts. He intimated his intention of endowing the Chair of History, expressing a desire that the chair should in some way be connected with the name of the late Dr. William Kingsford, of Ottawa.

These munificent donations to McGill indicate that the star of our great Canadian seat of learning is of a truth in the ascendant.

—REFERENCE has already been made in the RECORD to the formation of a local teachers' association in the district of Bedford. The first meeting has been held and the association formally constituted with these officers:—President, H. A. Honeyman, M.A., Granby; Vice-President, Chas. McBurney, B.A., Clarenceville; Secretary-Treasurer, Miss Traver, Farnham; Executive Committee, Rev. E. M. Taylor, M.A.; P. C. Du Boyce, B.A., Bedford; Frank Call, Frelighsburg; Miss Hall, Clarenceville; Miss Hinds, B.A., Dunham Ladies' College. Meetings will be held three times each year, viz., on the second Saturdays of February, May and December. The December meeting will be the annual meeting of the association. The next meeting, to be held on the second Saturday in February, will be at Cowansville. It was decided that the study of a special book should be taken up for discussion at each meeting. That selected for study between now and February is Mr. Hughes' book on "How to secure the attention of Pupils." Mr. Du Boyce was requested to prepare a paper on the subject. Before the meeting closed a unanimous vote of thanks was passed to Principal Smith, of Farnham, and his associate teachers for the manner in which they had entertained the visitors. Readers of the RECORD will no doubt be glad to hear of the progress of the Bedford Association or of any other move for the advancement of education in the province.

—A SHORT time ago a meeting of the friends and admirers of the late Robert Hamilton, of Quebec, was held in that city, under the presidency of his Lordship the Bishop of

Quebec, at which it was decided to erect as a memorial to the deceased a new arts building in connection with Bishop's College, to which institution Mr. Hamilton gave a good deal of moral and financial support. The proposed cost of the new building is \$15,000, and already a fair sum has been subscribed towards the necessary fund.

—THE "ORIENTAL TEACHERS' ASSOCIATION" held its second regular session at Hull, on Friday evening and Saturday, December 2 and 3, 1893. The number of teachers present was small considering the amount of territory within the compass of the association, but this may be owing to the fact that the association is still young and its existence may not be known to many of our teachers.

The Friday evening session was well attended, the audience being made up largely of the parents and friends of the district. It is the intention of the association to have the Friday evening sessions open to the public, so that all who wish may attend. At eight o'clock the President opened the session by asking the convention to join in the singing of a familiar hymn. The addresses of the evening were made by Inspector Gilman, Rev. Mr. Taylor and Rev. Mr. Smith. Inspector Gilman impressed upon the teachers present the necessity of procuring good educational periodicals as an aid to them in their profession, while the Rev. Mr. Taylor spoke of the qualities necessary to a successful teacher, and the Rev. Mr. Smith dealt with the moral and spiritual side of school life. Recitations were furnished by the Misses Carter and Gillespie, while the two compositions, on "School Pleasures" and "School Hardships," read by pupils of the school, were received with much applause. The programme was varied with songs and music, the selections given by Rev. Mr. Taylor upon the auto harp and harmonica being heartily encored.

On Saturday forenoon the association was addressed by Rev. Mr. Scott on the subject of "Patriotism." As this subject is now becoming very prominent in our schools, we will mention a few of the heads from which Mr. Scott spoke:—

1. We must be truly patriotic ourselves, and ready to sacrifice for our country. Patriotism strikes at the very root of selfishness.
2. Look at our great resources.
3. Canada has a great history. Have pictures of the



Queen, heroes, battle of Queenstown, decorating the walls of a school-room.

4. Give lessons on our governments, municipal, Provincial and Dominion, and teach that a free people are responsible for their evils.

5. Sing patriotic songs and memorize patriotic addresses.

6. Make much of holidays and honor the flag, and study it.

Principal Vaughan read a paper showing how to obtain the best results from the teaching of literature in our schools and was followed by Principal Pollock's paper on "Adaptation." Inspector Gilman also delivered an excellent address on the "Teaching of English Grammar."

It is expected that the next session will be held at Buckingham, Que., some time during the month of February, 1899. Officers for the current year are:—President—Mr. C. Adams, Hull; 1st Vice-President—Mr. T. Pollock, Aylmer; 2nd Vice-President—Miss Loynachan, Chelsea; Sec.-Treas.—Miss M. Whyte, Hull; Representatives on Executive—Miss Whelan, Eardley, and Mr. Vaughan, Buckingham.—*Com.*

Local associations have been formed in Shefford, Brome and Sutton recently. We should be glad to give the list of officers in each case.

## **Practical Hints and Examination Papers.**

*(Continued from November RECORD.)*

### **THE TEACHING OF ELEMENTARY ARITHMETIC SHOULD BE INDUCTIVE AND OBJECTIVE.**

BY E. W. ARTHY.

#### **III.**

All new work ought to be introduced by easy sight examples, the object being to lead to an almost unaided perception of processes and principles. Little should be taught. Pupils must be led as far as possible to acquire knowledge by their own efforts. Endeavour to awaken new ideas by recalling ideas already in the mind that have some relation to the new. This may generally be done by skilful questioning. Remember that all reasoning is comparison. At this stage avoid long examples, so that diffi-

culties in computation may not distract a pupil's attention, which is to be fixed with singleness of purpose upon the immediate object of study.

In the inductive method we teach by two steps:—

(1) We analyse a new process objectively, so as to find out the rule.

(2) We derive the rule by induction or inference, and apply it. See that you do not reverse this order by stating and applying the rule before deriving it.

Let your teaching be objective. To give a child his first notions of number we use natural objects. In denominate numbers and fractions this practice should be continued. Time must be first taught from the clock, beginning with the hours, half-hours, and quarter-hours, and ending with the minutes. For capacity the pint, quart, and gallon measures should be before the class, and the reality of your table proved by using water or dry sand. For length a foot-rule and yard-stick are required, and pupils should provide themselves with a measuring strip of thick paper, or card-board, to be used as a test of correctness, in estimating or guessing the length of various objects. For weighing, a balance and the common weights; for money the Canadian coins in actual use are necessary. For fractions diagrams may conveniently take the place of physical objects. Circles are recommended as good for illustration, but lines, squares, oblongs, etc., may be used. Disks made of card-board, large ones for the teacher, and smaller ones for pupils, will be found very serviceable. I have here four charts intended to develop objectively the principles of the fraction, which have been prepared by Mr. Lippens, one of the R. C. inspectors of the Province. They are so simple that they explain themselves, and so good that they are well worth examining.

Let us take a outline lesson on fourths, which may serve to illustrate the development of the idea of the fraction objectively. It is very simple, but are we not inclined to teach above, rather than below the heads of our pupils?

#### FOURTHS.

Halves have already been taught. To find fourths cut two semi-circles each into halves. The parts are counted and the circle is now found to be divided into 4 equal parts called fourths or quarters. Now draw from the class the following:—



(a) One part is called one-fourth ( $\frac{1}{4}$ ); two parts, two-fourths ( $\frac{2}{4}$ ); three parts, three-fourths ( $\frac{3}{4}$ ). Four-fourths make a whole ( $\frac{4}{4}=1$ ); two-fourths make a half ( $\frac{2}{4}=\frac{1}{2}$ ).

(b) Have fourths added:—

One-fourth plus one-fourth makes two-fourths.

$$(\frac{1}{4} + \frac{1}{4} = \frac{2}{4}); \quad \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4};$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4} = 1; \quad \frac{1}{4} + \frac{1}{2} = \frac{3}{4}.$$

(c) Find what must be put with  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , to complete the circle.

$$1 - \frac{3}{4} = \frac{1}{4}; \quad 1 - \frac{1}{2} = \frac{1}{2}; \quad 1 - \frac{1}{4} = \frac{3}{4}.$$

(d) Find how many times  $\frac{1}{4}$  must be taken to make,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ;  $\frac{1}{4} \times 2$ ;  $\frac{1}{4} \times 3$ , etc.

(e) Find how many times  $\frac{1}{4}$  is contained in  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , 1;  $\frac{1}{4} \div \frac{1}{4} = 1$ ;  $1 \div \frac{1}{4} = 4$ .

Each result as it is thus found objectively is translated into arithmetical form and placed on the blackboard. In developing the fraction in this method teachers will find the form, not the idea, puzzling to children, *e. g.*  $1 \div \frac{1}{4} = ?$  will no longer embarrass a pupil when he is able to translate the form into the words "How many times does a whole contain a quarter?" It is most important, therefore, that this introductory work of translating fractional expressions from words to figures and vice versa, should be well done and frequently reviewed.

Let us take another instance to show how after a principle has been taught objectively, a rule of working may be derived inductively.

Let us suppose that the object of your lesson is to teach the reduction of mixed numbers to improper fractions. With Mr. Lippens' permission we will use his chart. We have here two circles, each divided into thirds, and another from which one-third has been taken, leaving two-thirds. We see that each circle contains three-thirds, that the two circles contain six-thirds, which with two-thirds more make eight-thirds.

$$2\frac{2}{3} \text{ circles} = \frac{8}{3} \text{ circles.}$$

Similarly below we find,

$$2\frac{3}{4} \text{ circles} = \frac{11}{4} \text{ circles,}$$

$$\text{and } 2\frac{5}{6} \text{ circles} = \frac{17}{6} \text{ circles.}$$

When this analysis has been grasped and an oral statement can be readily given, withdraw the objects and repeat.

Pupils will quickly observe for themselves several points, *e. g.*, that the denominator determines the number of parts into which each unit is to be divided, that we multiply the units by the denominator, that we add to the product the number of similar parts represented by the numerator. In this way they will arrive at a rule inductively. I do not think it is worth your while to make young children put the rule into words and memorise it. At this stage it is sufficient if they can work examples and draw diagrams to illustrate the method.

I shall conclude by giving some guiding principles which may help you in teaching arithmetic. These methods can be confidently recommended, as they have been successfully tried for some years now in our city schools. For a long time we were dissatisfied with results in this subject, but since we have followed the methods that I am about to indicate, a marked improvement has taken place.

1. Give a large amount of mental work, or work that may be done without the use of written figures. Three objects are sought in mental exercises :—

(a) Illustration of principles Your attention has already been drawn to this point, so that no more need be said upon it.

(b) Development of the logical powers. With children from six to ten years of age written problems are out of place.

Mental problems only should be used. Explanatory and analytic statements made by pupils at this stage should be of the simplest character consistent with clearness. They should represent the pupil's thought and be clothed in language of his own choice. The unnecessary repetition of ready-made formulas is to be avoided. Such repetition deadens and bewilders the thinking powers, and results principally in an effort to recall a set form of words. The first training of the child's logical powers is to be looked for in the solution of mental, not of written problems.

(c) Cultivation of the ability to work by short processes. We are all familiar with the child who laboriously adds upon his slate halves and quarters with the aid of his L. C. M. This is the result of defective teaching. Pupils should be trained from the first to manipulate, not only simple numbers, but little fractions at sight, and by the shortest methods. The more instantaneously and intuitively results



are reached the greater the pupil's mastery. Speed and accuracy both depend upon ability to work at sight.

## 2. WRITTEN WORK.

In written work the following rules are to be recommended :—

(a) Only those figures and signs necessary to indicate the process employed should be recorded.

(b) Intermediate steps and operations should be worked mentally.

(c) Such steps, if they cannot be worked mentally, should be written apart.

Each new principle is first to be taught inductively and objectively. When this has been done, another step is necessary, viz., to fix it in the mind by repetition. Little time is needed for teaching compared with the time that is needed for practice. But at this stage a marked diversity in the capacity of pupils becomes a source of discouragement and embarrassment to teachers. All know the process, but some will work many examples with ease and accuracy, while others laboriously solve a few. A skilful teacher ought to provide a sufficient number of graded examples to keep the best pupils fully occupied. To secure this end we use in our schools a series of graded exercise books for drill in arithmetic. They have been prepared by the Principal of one of our schools, along the lines of the text-books that we now use, and are intended to supplement, not to supersede the regular text-books.

Each book contains about eighty pages of examples ready for working and two books are sufficient to cover the work assigned in each year. Each new step is illustrated by a multitude of easy examples. In No. 7 for example, more than forty pages are devoted to the addition and subtraction of fractions. Each page contains at least twelve examples, and may be worked by a quick pupil in five minutes, or by an average pupil in ten minutes. Ten minutes a day for two months will suffice to work the whole, and give a class a thorough drill in the mechanical process of adding and subtracting fractions; a drill that indelibly stamps the process in the memory and produces results at once speedy and accurate.

## 3. RAPID ARITHMETIC.

Rapid calculation in the simple rules of arithmetic is systematically practised by all pupils. This work is not confined to one year or one grade, but is taken progressively throughout the school course. An exercise of this kind is taken once a week. Ten minutes will suffice for such a lesson. In Montreal we use a series of thirty-six graded exercises for rapid work. Each set is printed on a separate slip of paper, room being left for writing the answers. These papers, as they cost only a few cents per hundred, may be thrown away after they have been used. A stock is kept in each school, and teachers select such exercises as best suit their purpose. In this way skill and facility in rapid computation are secured and maintained.

## 4. ELEMENTARY ARITHMETIC SHOULD BE PRACTICAL.

Care must be taken to give problems that are likely to be met with in every-day life. Long examples which discourage and disgust little children are to be avoided.

In fractions the rules for finding L. C. M. and H. C. F. need not be taught, for no examples in which these cannot be found by inspection, should be given.

In decimals practicalness recognizes the necessity of obtaining results accurate to only a limited number of fractional places. Two places give results accurate to the  $\frac{1}{100}$  and three places to the  $\frac{1}{1000}$  part of a unit. Further than this it is not necessary to go in elementary work. For this reason recurring decimals have no place in the elementary course.

In the tables of denominate numbers all obsolete and unusual denominations may be omitted. This part of the course, and indeed the whole subject of business arithmetic is strictly utilitarian. Practical utility should therefore be the controlling element in the exercises employed. The daily necessities of the house, the shop, the office, indicate the general character of the selections to be made, and will furnish as good mental discipline in calculation and analysis as others of a less severely practical character.

I have said that arithmetic in the Public Schools of this city has shown a marked improvement during the past few years. In testing the progress and proficiency of our pupils at the end of each year we now give four tests:—



(1) A paper of mental problems for which 20% of the marks are assigned.

(2) A sight paper on the special work of the year, for which 20% of the marks are assigned.

(3) A written paper of the special work of the year, for which 40% of the marks are assigned.

(4) A paper in rapid arithmetic, for which 20% of the marks are assigned.

These papers are set, not by the teachers of the classes, but by an outside examiner, and will be found to be searching tests fairly covering the range of work assigned. Sets of the papers given last June to children from nine to thirteen years in four grades, from II. Primary to Senior inclusive, are here for your inspection. The results obtained were as follows:—

II. Primary Classes	. . . . .	69%	of marks attainable
I. Int. Classes	. . . . .	71%	“ “ “
II. Int. Classes	. . . . .	73%	“ “ “
Senior Classes	. . . . .	76%	“ “ “

These results appear to me quite satisfactory. They are far higher than any we had been able to obtain before we unified and systematised our methods of teaching along the lines indicated in this paper.

### Official Department

DEPARTMENT OF PUBLIC INSTRUCTION.

QUEBEC, November 25th, 1898.

On which day the regular quarterly meeting of the Protestant Committee of the Council of Public Instruction was held.

Present:—George L. Masten, Esq.; the Reverend Principal Shaw, D.D., LL.D.; Professor A. W. Kneeland, M.A., B.C.L.; the Reverend A. T. Love, B.A.; the Right Reverend A. H. Dunn, D.D., Lord Bishop of Quebec; Samuel Finley, Esq.; H. B. Ames, Esq., B.A.; Principal W. Peterson, LL.D.; W. S. McLaren, Esq.; the Very Reverend Dean Norman, D.D., D.C.L.; the Reverend E. I. Rexford, B.A.; Principal S. P. Robins, LL.D.; John Whyte, Esq.; James McGregor, Esq.

The President, Dr. Heneker, being absent owing to illness, the Reverend Principal Shaw was called to the chair.

The meeting opened with prayer.

The minutes of the last meeting were read and confirmed.

A letter from Dr. Heneker and a telegram from Judge Lynch were submitted to excuse their enforced absence.

The Secretary reported upon the state of business arising from the minutes of the last meeting.

It was moved by the Reverend A. T. Love, seconded by the Very Reverend the Dean of Quebec, and

*Resolved*,—That a sub-committee be appointed to give suitable expression to the congratulations of the Protestant Committee of the Council of Public Instruction to be conveyed to Principal S. P. Robins, LL.D., on the occasion of his completing fifty years in active service in the profession of teaching, the said sub-committee being authorized to make necessary arrangements for the purpose. Committee: Dr. Shaw, Principal Peterson, Mr. Ames, Dr. Norman, Mr. Love and Mr. Rexford.

After the reading of the correspondence in regard to the number of undergraduates in Morrin College, it was resolved to recommend to His Honor the Lieutenant-Governor in Council that the sum of five hundred dollars be granted for the last scholastic year to that institution.

Moved by Dr. Robins, seconded by Dean Norman,

That any previous action of this Committee to the contrary notwithstanding, a grant be made to Morrin College of fifty dollars for each undergraduate passing the sessional examination in the first or second year of McGill University at the close of the present scholastic year.—Carried.

The Secretary was instructed to inform the Reverend Dr. Flanders that the grant will be paid to Stanstead for the four students who have passed their sessional examinations, and for the fifth after the supplemental examination has been successfully taken.

The reply of the Honorable the Commissioner of Public Works to the communication of the Committee in regard to open meetings was read and placed on file.

Several applications to enter McGill Normal School after Christmas were referred, along with that presented at last meeting, to the Central Board for action with the recommendation that a special meeting of that body be called to deal with the question.



The sub-committee appointed to consider the question of restoring old regulation 56 having reported, it was decided not to restore said regulation, but to deal with applications for first class academy diplomas under regulation 20, section 6.

It was resolved to grant to Mr. John Douglas, B.A., a first class academy diploma upon his application and certificates after the payment of the usual fee to the Central Board.

It was moved by Dean Norman, seconded by Dr. Peterson, and

*Resolved*,—That in view of the long and successful educational experience of Mr. Noell Gill, this Committee do hereby recommend him to the Central Board as a candidate for a model school diploma for teaching in the public schools of this Province, provided he passes a satisfactory examination in French and School Law and Regulations. Article 20, sub-section 6.

It was agreed to allow Miss Amy Nicholls, B.A., her model school diploma upon the successful completion of her course in Pedagogy at the Normal School, and Miss Ethelwynne Pitcher, B.A., a model school diploma upon passing an examination in the Normal School in the Art of Teaching and in School Law and Regulations.

Inspector McGregor moved that the regulations of the Protestant Committee of the Council of Public Instruction appertaining to the admission of candidates to the June examinations be so amended as to admit them on the recommendation of the head teacher or mistress, as formerly; and that those of the successful candidates who may subsequently desire to pursue their studies in the Universities or in McGill Normal School shall be allowed till the 15th of August, or as long as possible, to make their applications, to submit their certificates and to pay the examination fees to the Secretary of the institution they desire to enter.

This motion was referred to the sub-committee appointed at last meeting to consider the general question of superior school inspection and examination.

The report of the text-book committee of the Protestant Teachers' Association was read and referred to the sub-committee on text-books.

On motion of the Bishop of Quebec and Mr. Finley it was

*Resolved*,—That with a view to the quadrennial revision of the list of text-books this Committee requests the sub-committee on text-books to consider the report of the text-book committee of the Teachers' Association and to bring up its recommendations thereon, with any other recommendations it may consider it necessary to make, at the next meeting of this Committee.

A petition from undergraduates in the Donalda department of McGill University to the Faculty of Arts asking that steps be taken to recognize German as optional with Greek in the requirements for academy diplomas was submitted by Dr. Peterson for the consideration of the Committee, when it was resolved, on motion of Dr. Peterson and Mr. Finley, that the Protestant Committee agree to consider what legislation may be required in order to prevent the exclusion from academy diplomas of teachers otherwise fully qualified to take part in the highest school teaching but who may not have studied Greek.

The question was referred to a sub-committee consisting of Dr. Peterson and Mr. Rexford for report.

Moved by Elson I. Rexford, seconded by W. S. McLaren, That this Committee desires to place on record the appreciation of the excellent specimens of pupils' work from the elementary schools of the county of Huntingdon submitted by Inspector McGregor, and requests the Secretary to convey to the teachers of the schools represented a copy of this resolution.—Carried.

The Secretary read a report of his recent visit to the counties of Argenteuil, Pontiac and Ottawa, and was instructed to record in the minutes the thanks of the Committee for his visit and the report of it.

Notice of Motion. That the state of elementary education is unsatisfactory and inefficient.

That a sub-committee be appointed to enquire into the best means of making it more efficient.

And that the Roman Catholic Committee be asked to name a sub-committee to act with ours, and that it be known as the Joint Sub-Committee on Elementary Education.

(Signed) JOHN WHYTE.

Moved by Mr. Ames, that the next meeting be held on Friday and Saturday, 24th and 25th of February next, in



Montreal, and that the second day be devoted to elementary education.

The interim report of the Inspector of Superior Schools was read.

A sub-committee, consisting of Dr. Heneker, the Bishop of Quebec and Mr. Love, was appointed to wait upon the Government to represent the financial needs of the Normal School and to seek relief to enable it to carry on its increased work with efficiency.

#### FINANCIAL STATEMENT PROTESTANT COMMITTEE OF THE COUNCIL OF PUBLIC INSTRUCTION.

1898.	<i>Receipts.</i>	
Sept 25th—	Balance on hand.....	\$2,635 65
		<hr/> <hr/>
1898.	<i>Expenditure</i>	
	J. M. Harper, express, postage and travelling expenses, etc.....	\$ 178 55
Oct. 17th—	G. W. Parmelee, salary .....	62 50
	<i>Morning Chronicle</i> , tabulated statements, etc., of Dr. Harper, \$15; Minutes, \$10.....	25 00
Nov. 15th—	W. Vaughan, to pay A. A. Examiners.	137 50
“ “ —	F. W. Frith, to pay A. A. Examiners.	62 50
		<hr/> <hr/>
		\$466 05
	Balance on hand as per bank book.....	2,169 60
		<hr/> <hr/>
		\$2,635 65

Accepted subject to audit. W. I. S.

After the reading of the rough minutes the meeting adjourned.

G. W. PARMELEE,  
Secretary.

#### NOTICES FROM THE OFFICIAL GAZETTE.

His Honor the Lieutenant-Governor has been pleased, on the 28th of November last (1898), to make the following appointments, to wit:

*School Commissioners.*

County of Beauce—Saint Charles de Spaulding.—Mr. Georges Grenier, to replace Mr. Joseph Lachance, resigned.

County of Portneuf—Bois de l'Ail.—Mr. Ludger Leclerc, to replace Mr. Hector Latulippe, deceased.

County of Nicolet—Saint Samuel.—Mr. Edmond Vignault, to replace the Rev. Mr. Cardin, resigned.

30th November—To detach from the municipality of "Macaza," county of Ottawa, the following lots, to wit: From and including No. 1 to No. 28 included, of the southwest range of Red River, and to re-annex them, for school purposes, to the municipality of "Annonciation," in the said county.

This annexation to take effect on the 1st of July next, 1899.

30th November—To make the following appointments of school commissioners for the municipality of the township Laure, county of Quebec, to wit:

Messrs. Elie Lapointe, Nazaire Laberge, Charles Grenon, M. Bergeron and Joseph Fortin.

12th December—To make the following appointments, to wit:

*School Commissioners.*

County of Arthabaska—Arthabaska village.—Mr. Louis Ovide Pepin, to replace Mr. Ferdinand Beauchêne, absent.

County of Wolfe—Wolfestown.—Mr. Laurence Hagarty, to replace Mr. John Cassidy, who has left the municipality.

24th December—To make the following appointments, to wit:

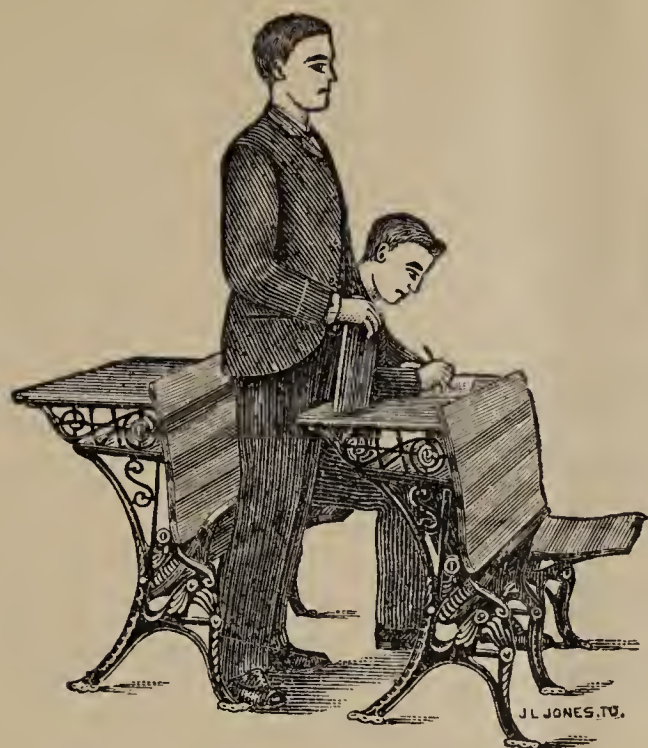
*School Commissioners.*

Drummond—Notre-Dame du Bon Conseil.—Messrs. Camille Boisvert, Irénée Lemire, Henri Blanchette, Joseph Bourgeois and Ludger Lemire.

Quebec—Saint Gabriel East.—Mr. Robert Pennée, to replace Mr. William Moore, absent from the municipality.



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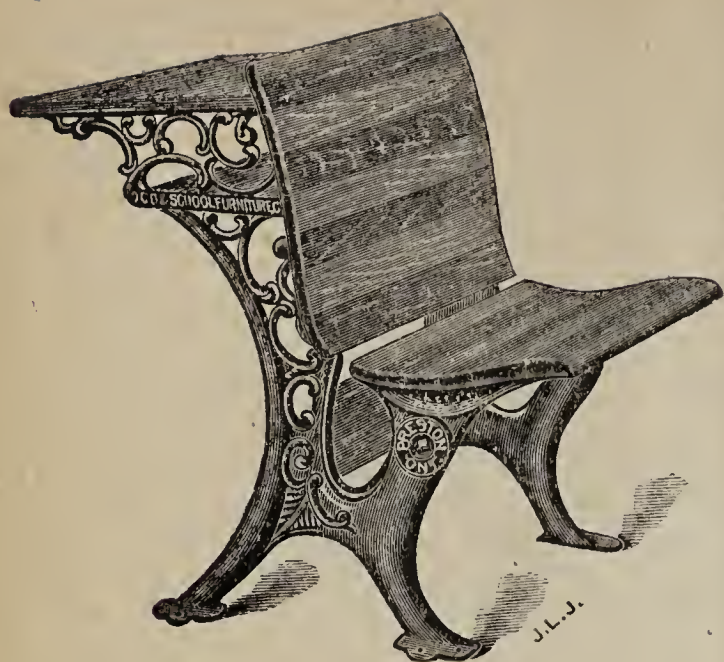
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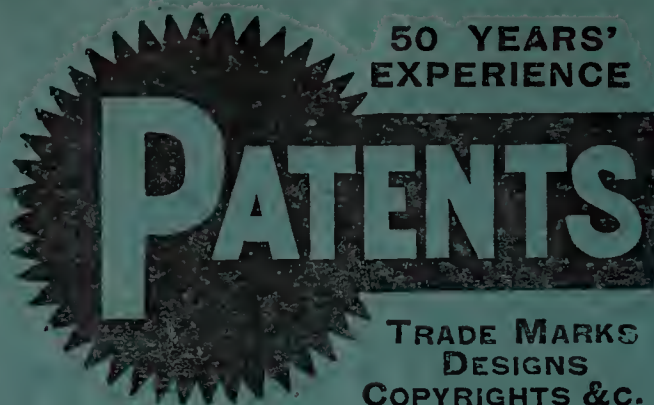
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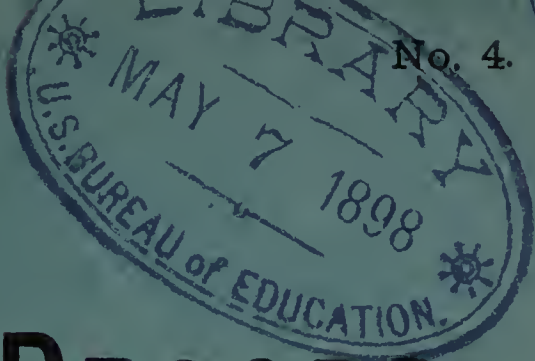
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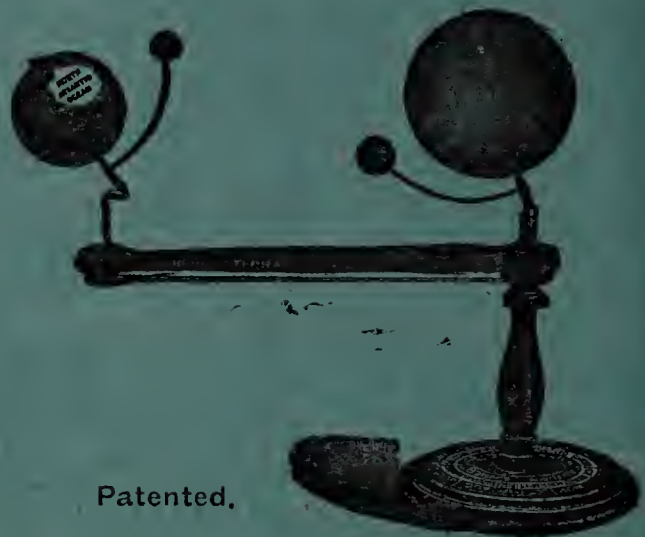
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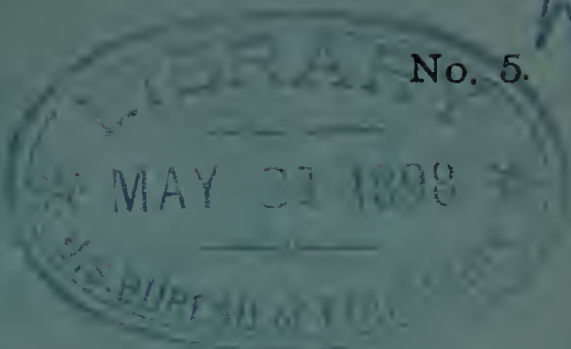
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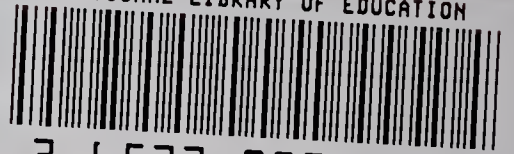








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